

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

March 10, 2013 Best Western Outlaw Inn		
6:00 pm to 7:00 pm	New Member Orientation	
7:00 pm	Dinner- TBD	
March 11, 2013 Sweetwater School District #1 Board Room 3550 Foothill Blvd, Rock Springs		
	Breakfast on Your Own	
8:00 a.m. to 8:15 a.m.	Introduction- Paige Fenton Hughes	Tab A
8:15 am to 10:15 am	HYA Hiring Firm Interview for Director Search	Tab B
10:15 am to 10:30 am	Break	
10:30 am to 12:30 pm	Dakota Education Consulting Hiring Firm Interview for Director Search	Tab C
12:30 pm to 1:15 pm	Lunch	
1:15 pm to 3:15 pm	Ray & Associates, Inc. Hiring Firm Interview for Director Search	Tab D
3:15 pm to 3:30 pm	Break	
3:30 pm to 4:15 pm	Discussions	
March 12, 2013 Sweetwater School District #1 Board Room 3550 Foothill Blvd, Rock Springs		
	Breakfast on Your Own	
8:30 am to 9:30 am	State Board of Vocational Education	
	<ul style="list-style-type: none">• Roll Call• Pledge of Allegiance	
	• Approval of Agenda	Tab E
	• Minutes January 6, 2013	Tab F
	• Introductions & Welcome	Tab G

	<ul style="list-style-type: none"> • Student Performance Data & Technical Skills Assessment- Linda Scott & Guy Jackson • Closing Remarks & Questions 	Tab H
9:30 am to 10:15 am	State Board of Education	
	<ul style="list-style-type: none"> • Call to order • Approval of agenda 	Tab I
	<ul style="list-style-type: none"> • Minutes February 4, 2013 February 11, 2013 	Tab J
	<ul style="list-style-type: none"> • Treasurer's report 	Tab K
10:15 am to 10:30 am	Break	
10:30 am to 12:00 pm	Discussion Items:	
	<ul style="list-style-type: none"> • Statewide Accountability Update • SBE Regional Summits- Sue Belish • SBE Contracts- Cindy Hill • Board Reports and Updates Paige Fenton Hughes and WDE 	Tab L
		Tab M
		Tab N
12:00 pm to 12:30 pm	Lunch	
12:30 pm to 2:30 pm	Committee Reports:	
	<ul style="list-style-type: none"> • Supervisory Committee • Legislative Committee • Action Planning Committee 	
	Discussion on committee members and goals	
	Action Items:	
	<ul style="list-style-type: none"> • Chapter 31 Rules- Julie Magee & Shelly Andrews • Extension of ETS contract or RFP- Deb Lindsey • Hiring Firm Decision 	Tab O
		Tab P
2:30 pm to 2:45 pm	Break	
2:45 pm to 3:15 pm	Other issues, concerns, discussion, public comment:	
3:15 pm to 3:30 pm	Meeting evaluation (plus/delta or other)	



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
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Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

March 5, 2013

TO: Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Search Firm RFPs, Interviews, and Contract

As you know, we issued an RFP for executive search firms to assist the board in the search for a director of the Department of Education as per our statutory duties as outlined in SF104. The deadline to receive the proposals was February 28, 2013. We were pleased to receive six quality proposals.

On March 5, 2013, the supervisory committee (minus Pete) met Paige and Chelsie in Casper to screen the RFPs and determine which firms would be finalists to present to the board on March 11, 2013. After a lengthy discussion and rating process, three excellent firms were chosen to present to the full board.

Each firm will have 45 minutes to present a plan to the board about how the firm will meet the requirements of the scope of work as outlined in the RFP. An additional 45 minutes is allocated for questions from the board, and then there are a few minutes for informal dialogue and wrap-up.

Information will be provided to you at the meeting to serve as a guide during the presentations. The proposals submitted by the finalist firms are included in your packet. Please read the packets carefully in preparation for talking with the firms.

Additionally, your packet contains a draft contract for your review. All the firms will present during the work session on Monday. On Tuesday, during the regular business meeting, the board will choose the firm to provide assistance during the search process. I want you to have time to preview the terms of the contract before the meeting. The deliverables in the contract were derived directly from the RFP language you all approved at your regular February meeting.

**CONTRACT BETWEEN
THE WYOMING DEPARTMENT OF EDUCATION ON BEHALF OF
THE WYOMING STATE BOARD OF EDUCATION
AND
[INSERT CONTRACTOR'S FULL LEGAL NAME]**

1. **Parties.** The parties to this Contract are the Wyoming Department of Education on behalf of the Wyoming State Board of Education (Agency), whose address is 2300 Capitol Avenue, Cheyenne, WY 82002 and [Insert Contractor's full legal name] (Contractor), whose address is: [Insert Contractor's Address].
2. **Purpose of Contract.** The purpose of this Contract is to set forth the terms and conditions by which the Contractor shall assist the Wyoming State Board of Education in the search for a director of the Wyoming Department of Education.
3. **Term of Contract and Required Approvals.** This Contract is effective when all parties have executed it and all required approvals have been granted (Effective Date). The term of the Contract is from March 12, 2013 through December 1, 2013. All services shall be completed during this term.

By law, contracts for professional or other services must be approved as to form by the Attorney General and approved by A&I Procurement, Wyo. Stat. § 9-1-403(b)(v), and all contracts for services costing over one thousand, five hundred dollars (\$1,500.00) must be approved by the Governor or his designee, Wyo. Stat. § 9-2-1016(b)(iv).

4. **Payment.** The Agency agrees to pay the Contractor for the services described in Attachment A, which is attached to and made part of this Contract by this reference. Total payment under this Contract shall not exceed [Insert total dollar amount, for example, five thousand, two hundred thirty-four dollars and twenty-five cents (\$5,234.25)]. Payment shall be when services are completed. Payment shall be made upon submission of invoice pursuant to Wyo. Stat. § 16-6-602. No payment shall be made for work performed before the Effective Date of this Contract. Contractor shall submit invoices in sufficient detail to ensure that payments may be made in conformance with this Contract. Should the Contractor fail to perform in a manner consistent with the terms and conditions set forth in this Contract, payment under this Contract may be withheld until such time as the Contractor performs its duties and responsibilities to the satisfaction of Agency.

Except as otherwise provided in this Contract, the Contractor shall pay all costs and expenses incurred by Contractor or on its behalf in connection with Contractor's performance and compliance with all Contractor's obligations under this Contract.

5. **Responsibilities of Contractor.** The Contractor agrees to:
 - A. Provide the services described in Attachment A, which is attached to and made a part of this Contract by this reference.

6. **Responsibilities of Agency.** The Agency agrees to:
- A. Pay Contractor in accordance with Section 4 above.
 - B. Provide needed information to contractor in a timely manner and as needed to fulfill the duties as outlined in Attachment A.

7. **General Provisions.**

- A. **Amendments.** Any changes, modifications, revisions, or amendments to this Contract which are mutually agreed upon by the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.
- B. **Applicable Law/Venue.** The construction, interpretation, and enforcement of this Contract shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming.
- C. **Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set out in this Contract without the prior written consent of the other party. The Contractor shall not use this Contract, or any portion thereof for collateral for any financial obligation without the prior written permission of the Agency.
- D. **Audit/Access to Records.** The Agency and its representatives shall have access to any books, documents, papers, electronic data and records of the Contractor which are pertinent to this Contract.

The Contractor shall immediately, upon receiving written instruction from the Agency, provide to any independent auditor or accountant all books, documents, papers, electronic data and records of the Contractor which are pertinent to this Contract. The Contractor shall cooperate fully with any such independent auditor or accountant during the entire course of any audit authorized by the Agency.

- E. **Availability of Funds.** Each payment obligation of the Agency is conditioned upon the availability of government funds which are appropriated or allocated for the payment of this obligation. If funds are not allocated and available for continued performance of the Contract, the Contract may be terminated by the Agency at the end of the period for which the funds are available. The Agency shall notify the Contractor at the earliest possible time of the services which will or may be affected by a shortage of funds. No penalty shall accrue to the Agency in the event this provision is exercised, and the Agency shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. This provision shall not be construed to permit the Agency to terminate this Contract to acquire similar services from another party.

- F. Award of Related Contracts.** The Agency may award supplemental or successor contracts for work related to this Contract. The Contractor shall cooperate fully with other contractors and the Agency in all such cases.
- G. Certificate of Good Standing.** Contractor shall provide to Agency a Certificate of Good Standing verifying compliance with the unemployment insurance and workers' compensation programs before and during performing work under this Contract, if applicable.
- H. Compliance with Laws.** The Contractor shall keep informed of and comply with all applicable federal, state, and local laws and regulations in the performance of this Contract.
- I. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor unless written permission is granted by the Agency for its release. If and when Contractor receives a request for information subject to this Contract, Contractor shall notify Agency within ten (10) days of such request and not release such information to a third party unless directed to do so by Agency.
- J. Entirety of Contract.** This Contract, consisting of seven (7) pages, and Attachment A, Action Plan, consisting of two (2) pages, represent(s) the entire and integrated Contract between the parties and supersede(s) all prior negotiations, representations, and agreements, whether written or oral.
- K. Ethics.** Contractor shall keep informed of and comply with the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*) and any and all ethical standards governing Contractor's profession.
- L. Extensions/Renewals.** Nothing in this Contract shall be interpreted or deemed to create an expectation that this Contract will be extended beyond the term described herein.
- M. Force Majeure.** Neither party shall be liable for failure to perform under this Contract if such failure to perform arises out of causes beyond the control and without the fault or negligence of the nonperforming party. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the party failing to perform immediately notifies the other party of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays. This provision shall not be effective unless the failure to perform is beyond the control and without the fault or negligence of the nonperforming party.
- N. Indemnification.** The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees

from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice or malfeasance.

- O. Independent Contractor.** The Contractor shall function as an independent contractor for the purposes of this Contract and shall not be considered an employee of the State of Wyoming for any purpose. Consistent with the express terms of this Contract, the Contractor shall be free from control or direction over the details of the performance of services under this Contract. The Contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the Contractor in fulfilling the terms of this Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in this Contract shall be interpreted as authorizing the Contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The Contractor agrees that no health/hospitalization benefits, workers' compensation, unemployment insurance and/or similar benefits available to State of Wyoming employees will inure to the benefit of the Contractor or the Contractor's agents and/or employees as a result of this Contract.
- P. Nondiscrimination.** The Contractor shall comply with the Civil Rights Act of 1964, the Wyoming Fair Employment Practices Act (Wyo. Stat. §27-9-105 et seq.), the Americans with Disabilities Act (ADA), 42 U.S.C. §12101, et seq., and the Age Discrimination Act of 1975 and/or any properly promulgated rules and regulations thereto and shall not discriminate against any individual on the grounds of age, sex, color, race, religion, national origin, or disability in connection with the performance under this agreement.
- Q. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing either by regular mail, facsimile, e-mail or delivery in person at the address(es) provided under this Contract. Notice provided by facsimile or e-mail shall be delivered as follows:
- Agency:* Wyoming State Board of Education, Chelsie Bailey,
chelsie.bailey@wyo.gov, fax 307.777.6234
- Contractor:* [Provide name, e-mail address and fax number here.]
- R. Notice and Approval of Proposed Sale or Transfer.** The Contractor shall provide the Agency with the earliest possible advance notice of any proposed sale or transfer or any proposed merger or consolidation of the assets of the Contractor. Such notice shall be provided in accordance with the notices provision of this Contract. If the Agency determines that the proposed merger, consolidation, sale, or transfer of assets is not consistent with the continued

satisfactory performance of the Contractor's obligations under this Contract, then the Agency may, at its option, terminate or renegotiate the Contract.

- S. Ownership and Destruction of Documents/Information.** Agency owns all documents, data compilations, reports, computer programs, photographs, data and other work provided to or produced by the Contractor in the performance of this Contract. Upon termination of services, for any reason, Contractor agrees to return all such original and derivative information/documents to the Agency in a useable format. In the case of electronic transmission, such transmission shall be secured. The return of information by any other means shall be by a parcel service that utilizes tracking numbers. Upon Agency's verified receipt of such information, Contractor agrees to physically and electronically destroy any residual Agency-owned data, regardless of format, and any other storage media or areas containing such information. Contractor agrees to provide written notice to Agency confirming the destruction of any such residual Agency-owned data.
- T. Patent or Copyright Protection.** The Contractor recognizes that certain proprietary matters or techniques may be subject to patent, trademark, copyright, license, or other similar restrictions, and warrants that no work performed by the Contractor or its subcontractors will violate any such restriction. The Contractor shall defend and indemnify the Agency for any violation or alleged violation of such patent, trademark, copyright, license, or other restrictions.
- U. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed under the terms of this Contract, and the Wyoming State Auditor shall not draw warrants for payment on this Contract until this Contract has been reduced to writing, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming, or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).
- V. Proof of Insurance.** The Contractor shall not commence work under this Contract until it has obtained all the insurance required by the Agency and the State and such insurance has been approved by the Agency and the State. Approval of insurance by the Agency and the State shall not relieve or decrease the liability of the Contractor. The Contractor shall file a Certificate of Insurance with the Agency verifying each type of coverage required.
- W. Publicity.** Any publicity given to the projects, programs or services provided herein, including, but not limited to, notices, information, pamphlets, press releases, research, reports, signs, and similar public notices in whatever form, prepared by or for the Contractor, shall identify the Agency as the sponsoring agency and shall not be released without prior written approval from the Agency.
- X. Severability.** Should any portion of this Contract be judicially determined to be illegal or unenforceable, the remainder of the Contract shall continue in full force and effect, and the parties may renegotiate the terms affected by the severance.

- Y. Sovereign Immunity.** The State of Wyoming and Agency do not waive sovereign immunity by entering into this Contract and specifically retain all immunities and defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions should not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.
- Z. Taxes.** The Contractor shall pay all taxes and other such amounts required by federal, state, and local law, including but not limited to, federal and social security taxes, workers' compensation, unemployment insurance, and sales taxes.
- AA. Termination of Contract.** This Contract may be terminated, without cause, by the Agency upon thirty (30) days written notice. This Contract may be terminated by the Agency immediately for cause if the Contractor fails to perform in accordance with the terms of this Contract.
- BB. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties, and obligations contained in this Contract shall operate only between the parties to this Contract and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- CC. Time is of the Essence.** Time is of the essence in all provisions of this Contract.
- DD. Titles Not Controlling.** Titles of sections and subsections are for reference only and shall not be used to construe the language in this Contract.
- EE. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

9. **Signatures.** The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

AGENCY:

Wyoming State Board of Education

Pete Gosar, Treasurer

Date

CONTRACTOR:

[Insert full legal name of Contractor]

[Insert name and title of person signing for Contractor]

Date

ATTORNEY GENERAL'S OFFICE: APPROVAL AS TO FORM

S. Jane Caton, Senior Assistant Attorney General

Date

Committee Chair Signature_____ **Date:** _____

field inquiries about from interested candidates	2013					both in-state and nationally in a wide range of venues		
Involve stakeholders in developing a position description for the director of the WDE	May 1, 2013					Present a plan to involve stakeholders in the development of a position description, develop the position description using input from stakeholders		
Assist the board in developing a process for screening and interviewing the candidates to include a process to gather and share background information and to determine the finalists	May 15, 2013					Using input from the board, present a process to the SBE coordinator for screening applicants, conducting interviews, gathering background information, and determining finalists		
Make arrangements with the candidates for the interviews to be held in Wyoming	June 1, 2013					Contact all candidates to be interviewed and assist them in making arrangements to visit WY		
Assist the board and WDE personnel in crafting and issuing press releases and other pertinent communications about the search and the candidates	December 1, 2013					Provide support and information when requested regarding public communication about the search		

VERIFICATION SHEET

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name _____

Hazard Young, Attea & Associates
HYA Executive Search Division, ECRA Group, Inc.
5600 N. River Rd., #180, Rosemont, IL 60018
FEIN 27-0092348 • 847-724-8465 • fax 847-724-8467
Email: HYA@ecragroup.com
Hank Gmitro, President

Mailing Address _____

Email Address _____

City _____ State _____ Zip _____

Employer Identification Number _____

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

_____ Sole Proprietorship

_____ General Partnership

✓ _____ Corporation

_____ Limited Partnership

_____ Limited Liability

_____ Other _____

If Proposer is a sole proprietorship, list: n/a

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____

Zip _____

Employer Identification Number _____

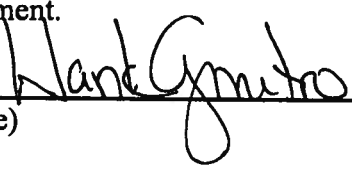
Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)	TITLE
_____	_____
_____	_____
_____	_____

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.


(Signature)

President
(Name and Title) (Typed or Printed)

2/26/13
(Date)

Wyoming State Board of Education

RFP #0249-W
Proposal and Description of Services



HYA Executive Search
Hazard Young, Allen & Associates

ORIGINAL

HYA Executive Search Division, ECRA Group, Inc.
5600 North River Rd., Rosemont, IL 60018
847-724-8465 • HYA@ccragroup.com
FEIN#27-0092348



HYA Executive Search
Hazard, Young, Attea & Associates

February 26, 2013

State Board of Education - State of Wyoming
Wyoming Department of Administration & Information
Procurement Section
700 West 21st Street
Cheyenne, WY 82002

Dear Members of the State Board:

Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates, (HYA) can provide to the Board in your search for a new Director of the Wyoming Department of Education. HYA is uniquely qualified and highly successful in assisting Boards with their search for a Director of Education due to three critical factors:

Our Focus - HYA facilitates the *Board's search* for a new leader who focuses on the primary work of schools – the improvement of student learning and educational opportunities for children.

Our Commitment - Utilizing the experience gained from conducting over 1,000 searches, *HYA customizes each search* to meet the unique needs of the organization and the wishes of the client we serve.

Our Breadth and Depth - Our national network of 100+ Associates and thousands of colleagues enables us to identify and recruit current and emerging educational leaders and to *secure accurate, critical, and confidential information regarding candidates* under consideration.

HYA does not receive any funds from potential candidates. If selected, HYA is paid by the Board and is never paid by an individual seeking a position. We hope this information will provide you with the necessary data you need to select a search firm. We would also be delighted to talk with you further regarding the services we offer and our approach to working with districts and school boards in their search for new leaders.

Sincerely,

A handwritten signature in blue ink that reads 'Hank Gmitro'.

Hank Gmitro, President
Hazard, Young, Attea & Associates

HYA Executive Search Division, ECRA Group, Inc.
5600 North River Road, Suite 180
Rosemont, IL 60018 • 847-318-0072



Proposal and Description of Services for The Wyoming State Board of Education

HAZARD, YOUNG, ATTEA & ASSOCIATES (HYA) proposes to conduct a national search for highly qualified candidates for the position of Director of Education (Director) for the Wyoming State Board of Education (SBE).

Hazard, Young, Attea & Associates began working with Boards more than twenty years ago in an effort to assist them in making the best leadership decisions possible. Presently, HYA is represented by 100+ Associates from throughout the United States who assist with the firm's mission *to provide aggressive, thorough and quality assistance to boards in need of identifying and recruiting highly qualified executives for superintendencies and other administrative positions*. HYA's associates bring extensive executive search experience and broad educational backgrounds to its practice. Through continuing involvement in school and university work, our associates are aware of current educational issues and have strong relationships with educational leaders and opinion-makers in administrative leadership and management.

The firm's offices are located in Rosemont, Illinois, in close proximity to O'Hare Airport. The president of HYA is Dr. Hank Gmitro, former Superintendent of Community Consolidated School District 93 in Carol Stream/Bloomington, Illinois. Dr. William Attea, former Superintendent in Glenview, Illinois and a founder of the firm, is Chair of the Board of Directors.

HYA's associates are located in 27 states to conveniently serve our clients. Residing in Arizona, California, Colorado, Connecticut, Florida, Illinois, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia and Wisconsin, HYA Associates are uniquely qualified to bring *state-wide* – as well as national – perspectives, knowledge, experience and connections to each search.

Since its founding, HYA has assisted over 1,000 boards at the local, state and national level with searches for their chief executive officers. Based on HYA's experience in assisting boards at the state and national level, and our reputation as being a preeminent national search firm in the area of education; we are most confident that we have both the personnel and support resources to assist the SBE in a highly successful search process for its new Director.

Management Team

HYA'S TEAM APPROACH TO SEARCHES

HYA assigns an individual management team to each executive search that it conducts. The team assumes direct responsibility for the search and coordinating the activities of the other associates engaged in the project. Additional associates are generally engaged as needed, with *all* associates tasked with identifying prospective candidates for the search. An assigned team also ensures that individuals closely associated with the search are available to respond to any request the client board may have on the board's time schedule.



The specific role of the search team includes helping the board create a structure to meet the unique needs of its search; assisting with profile development; providing valuable feedback about the characteristics that may be desirable to seek in an individual based on HYA's research and professional understanding of the client's standing in the broader marketplace; aggressively and insightfully recruiting candidates; screening potential candidates by means of preliminary interviews and background checks; meeting directly, as often as needed, with the client board and/or search committee; reviewing candidates' references and tapping HYA's own confidential network to gain reliable information; and assisting the SBE and new Director to ensure a successful transition.

In brief, HYA consultants work with the SBE and/or search committee – maintaining direct and frequent communication – until a new Director is employed.

THE PROPOSED MANAGEMENT TEAM AND FIRM REFERENCES

Upon the concurrence of the SBE, HYA proposes that Dr. Richard O'Connell lead the search team with the assistance of Dr. William Attea, a founder of HYA. We have included resumes of Dr. Pat Grippe and Ms. Ellen Johnson.

Dr. O'Connell has been an administrator in Colorado for 32 years, serving as Superintendent of the Douglas County Schools for the last 22 years of his professional career. He also has assisted on a variety of state-wide and regional committees including the CO Governor's Math-Science-Technology Commission, the Colorado Treasurer's Committee on Investment Banking, Denver Area Superintendents' Council and the Children's Museum Board of Directors.

Dr. Attea has extensive experience working on executive searches in both Colorado and nationally. He was the lead consultant for two Superintendent searches for the Denver Board of Education as well as the Aspen, Douglas County and Littleton school boards. He also has been the lead consultant in searches for the Illinois State Board of Education, The American Association of School Administrators, and the Illinois Association of School Administrators.

During the past several years, Drs. O'Connell and Attea worked together on searches. Client contact information is provided so that you can speak with board members who have worked with these consultants on prior searches. Additional associates will be added to the team after consultation with the SBE to ensure that the associates selected will have experience in areas that may be needed to meet the unique needs of the SBE and/or this specific search. For the references listed below each selected superintendent/director continues in the position.

Maryland Department of Education – State Superintendent (2012)	James DeGraffenreidt 410.336.3991
Colorado Commissioner of Education (2010)	Elain Berman 720.207.8703
IL State Board of Education (2006)	Jesse Ruiz 312.569.1135 C: 773.218.8585
American Association of School Administrators (2007)	Sarah Jerome 847.758.4870
Montgomery County Schools, MD, Superintendent (2011 – 136,000 students)	Chritopher Barclay 301.302.5623
Douglas County Schools, CO, Superintendent (2010 – 56,000 students)	Dan Gerken 720.219.3366
Baltimore County Schools, MO, Superintendent (2012 – 106,000 students)	Lawrence Schmidt lschmidt@sgs-law.com

In addition to the references listed above, an extensive selected list of the national searches HYA has completed since 2003 is attached. Upon request, we would be pleased to provide a complete list of the approximately 1,000 searches we have conducted.

Tenure of Placements

HYA prides itself on the longevity of the chief executives hired utilizing its assistance. HYA estimates that approximately 85% of the individuals employed by means of an HYA search continue in the position for which they have been hired or have retired from the position.

The Search Process

We propose a multi-phased national search for candidates for the position of Director of Education. Our recommended search procedures and cost estimates follow. The process outlined is defined in four phases and represents a prototypical search. However, HYA customizes each search to meet the needs of each client. Upon selection, we will meet with the SBE or its representatives to discuss these procedures and modify them to meet the unique needs of the SBE.

The Planning Phase

The first step of every HYA search is to hold a formal *Planning Session*. At this meeting, HYA consultants will meet with the SBE and/or its representatives to customize the search in order to meet the unique needs and requirements of the SBE. More specifically, HYA and the SBE will cover and sort out central matters and considerations regarding the search, including:

- Review SBE and consultant responsibilities for each phase of the search.
- Tailor the search to meet the needs of the SBE.
- Determine the role of staff members and constituents in the search.
- Finalize the search timeline.
- Consider SBE options and preferences with regard to advertisements.
- Discuss the compensation package to be offered to the new Director.
- Agree upon a communication plan to keep the SBE abreast of the search progress and the consultants alerted to issues that may arise from the SBE.

A clear definition of the position and qualifications sought is crucial to each subsequent phase of a successful search. To assist the SBE in clarifying the criteria desired in the new Director, HYA will conduct individual interviews with each member of the SBE and others the SBE designates. Amongst this list, it is anticipated the SBE would like to have HYA engage the Office of the Governor, members of the General Assembly, statewide education entities, non-profit and not-for-profit groups, local school superintendents, local school board members, parents, students, employees of the CDE and other interested parties. HYA recommends that the SBE, prior to establishing the criteria desired in the new Director, provide opportunities for extensive statewide input. To this end, HYA recommends that at least three or four open forums be held throughout the state to gather live input from interested parties. In addition to the personal interviews, focus groups and open forums, HYA will develop an online survey that can be completed by any stakeholder in the state electronically. Up to six consultant days are allocated for the purpose of soliciting input through individual interviews, focus groups and general open forums. It is recommended that the consultants

facilitate the interviews, focus groups and forums so as to maintain objectivity in determining what respective stakeholder groups value in regards to services provided by the CDE, the issues they foresee and the characteristics they would like to have the new Director possess.

The data collected from the interviews, focus groups, open forums and online survey will be compiled in a *Leadership Profile Report*, which will present the findings upon which most groups agree as well as the disaggregated data from each of the groups identified by the SBE¹. The *Leadership Profile Report* will be presented to the SBE in both oral and written formats. Working with the SBE in a consensus building process, specific critical qualifications, main characteristics and job expectations would be identified from items that may emerge from the results of the *Leadership Profile Report* as well as information that the SBE already possesses. These criteria subsequently will be developed into a *Criteria Desired/Job Description* that will be utilized during the recruitment and selection process. From experience, HYA has learned that one of the most crucial aspects of a successful search is the careful and explicit formation and enumeration of the criteria used in the selection process. Overall, this leadership assessment process has been highly successful in determining many of these critical attributes, while invariably building positive public relations.

The Recruitment Phase

A key factor of a successful search is effective marketing and aggressive recruitment of successful individuals who may not be seeking a new position. To this end, HYA will aggressively identify individuals who meet the criteria identified by the SBE and actively recruit them to consider this position. Identification and recruitment is done in a variety of ways including the following:

- Announcements of the vacancy will be placed on a number of websites including HYA's (www.ecragroup.com), which will be linked to the SBE/Department of Education website. It also will be posted on the *Education Week*, AASA and other educational Websites, with direct links to HYA's and the SBE/WYDE, whenever possible. The strengths of easy-to-use technology will be maximized if the WYDE creates a Director search page and posts the input form for as well as the results of the *Leadership Profile* development.
- Advertisements will be placed in national and regional publications as agreed upon with the SBE. Ad content will be shared with the SBE members prior to publication to ensure they reflect the intent of the SBE.
- Subject to the SBE's approval, all members of the groups with whom HYA consultants meet in the *Leadership Profile* Development process will be invited to nominate individuals they feel are highly qualified for the position. On occasion, the preferred candidate is identified through such a nomination. Regardless, it reinforces the SBE's intent to have an open, unbiased search embracing candidates from within, as well as beyond, the state of Wyoming.
- To initiate the search for candidates, contacts throughout the nation will be advised of the vacancy and asked to help identify individuals who match the criteria the SBE has identified as desirable in its next Director. Included in this communication will be state education executives and local school superintendents reaching every region of the country, leaders of state and

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Toward the close of the search, HYA will review all application materials carefully – with the guidance of the SBE-established criteria – and typically identify 10 to 15 candidates for particular consideration. These individuals will undergo additional reference checks, and, as appropriate, initial interviews with representatives from HYA. It is the practice of HYA to personally interview any candidate prior to making recommendations to a client Board. As in all phases of the search, HYA adheres to strict guidelines of confidentiality.

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The Selection Phase

Upon completion of initial interviews, HYA will present a select slate to the SBE. The number of candidates to be submitted will be determined by the SBE during the initial *Planning Session*. Prior to presenting the slate (or in a separate advance session, if preferred), the consultants will conduct a seminar for the SBE designed to prepare it for candidate interviews. This seminar will include written guidelines and protocols to ensure informative and comprehensive interviews. Approximately one-two hours in length, the seminar will also review the steps in the final stages of the search.

Prior to this workshop, HYA will solicit questions, hypothetical situations and/or topics of interest, identified by the SBE members as desirable topics of discussion for the SBE's initial interviews with the candidates. Such feedback will be developed into an *Interview Script*, which will be reviewed and revised during the aforementioned workshop and then used by the SBE during the first round of interviews. The second interviews are generally unscripted and designed to follow-up on topics and questions identified during the first interviews. They also include an informal session such as a dinner with the candidate and his/her spouse, as well as the formal second interview.

The consultants generally do not sit in on the SBE interviews but will be available for counsel or direct assistance to the SBE throughout the interview process. The consultants will facilitate each decision-making sessions of the SBE, if desired. Such involvement permits more active engagement by *all* SBE members in both the general search process and the specific dialogue regarding the candidate pool. In facilitating the decision-making process, HYA assists the SBE in assessing the abilities of the respective candidates in relation to the criteria identified by the SBE.

After the SBE identifies a preferred candidate, usually after the second round of interviews, HYA will arrange to have an independent investigative firm conduct a **comprehensive background check** on the finalist. This background review will confirm degrees attained, any data regarding the candidate on file with the criminal and/or domestic courts, as well as a review of his/her driving record and credit history. HYA also will assist the SBE in arranging a visit to the finalist's prior place of employment, if appropriate, in order to ensure that the SBE's research will be as comprehensive as possible. These steps are important components of the selection process.

The Appointment Phase

Once the SBE has determined its finalist and is satisfied with the successful completion of its due diligence review, the next step for the SBE is to reach agreement on the contract terms to be offered. The HYA consultants will assist the SBE in facilitating mutually agreeable terms with the preferred candidate. Once terms are determined, the consultants are available to work with the SBE and/or its attorney in the preparation of a draft contract. If SBE's legal counsel does not write the draft of the contract, it is highly recommended that the SBE's legal counsel approve the final contract prior to its presentation to the candidate.

After the successful candidate accepts the offer, HYA will assist the SBE in making the appropriate announcements and introducing the candidate. HYA consultants also will contact all applicants, confirming the appointment and extending the SBE's appreciation to all candidates. HYA advises that the SBE President send a letter to the candidates personally interviewed by the SBE.

POSSIBLE TIMELINE

As indicated above, the timeline for the search will be finalized in cooperation with the SBE to ensure it does not conflict with SBE members other responsibilities. Following is a draft of a timeline that would be modified during the Planning Session:

Week(s) of (specific dates are finalized at the Planning Session)

April 8, 2013	Meet with SBE for the Planning Session and to initiate discussion on criteria desired and the solicitation of input relative to these criteria.
April 22, 2013	Solicit input from various stakeholders identified during planning session; conduct public forums; solicit online input
May 6, 2013	<i>Leadership Profile Report</i> presented to SBE; criteria for Director prepared
July 15, 2013	Workshop for SBE on interviewing techniques. Presentation of the slate to SBE
July 15, 2013	Initial interviews with recommended candidates
July 22, 2013	Follow-up extended interviews with preferred candidates
July 29, 2013	Site visit to place of employment of preferred candidate; contract negotiations.
August 15, 2013	Announce new Director

POST-APPOINTMENT

In addition, if desired, HYA can assist the SBE and new Director in developing and implementing a successful transition plan. These services, which may include a roles and goal setting workshop, facilitation of the Director's first year evaluation and mentoring support throughout the year can greatly enhance the success of the new Director as s/he assumes the leadership role in the organization. The costs associated with these additional services are described in the cost section of the proposal, and can be adjusted based on the level and frequency of the services desired.

HYA also is able to provide its clients a wide range of information management and accountability services to help support board governance and staff appraisal. Examples of such services include, but are not limited to research based 360-degree evaluation processes, strategic and long-range planning, organizational as well as departmental dashboards, and value-added impact analysis of programs and personnel.

DEBRIEFING AND TRANSITION

Subject to the SBE's approval, the consultants will meet with the new Director to debrief him/her on what the consultants have gleaned about the needs of the Department of Education throughout the search. It also will meet with the SBE, if desired, to review the search process and discuss how the SBE feels it might be improved or modified when serving future clients.

Overview of Search Expectations and Services



HYA believes that communication and organization are critical to successful searches. These elements start even before the *Planning Session*. Prior to this meeting with the SBE, each SBE member will receive a detailed *Planning Session* agenda. A successful search relies on two-way communication throughout the search. In addition to the preparation of the agenda and meeting for the *Planning Session*, following are the formal and informal communication expectations for this search:

- A search manual will be provided to assist SBE members in preparing for search activities and organizing all related material.
- A clearly defined *Planning Session* will be held, during which all aspects of the search process will be discussed and decided.
- A comprehensive summary of the *Planning Session* will be sent to each SBE member shortly after the meeting.
- A *Leadership Profile Report* will be sent to each SBE member. The *Report* will summarize the input received from the interviews with each SBE member and the individuals and groups with whom the SBE requests the consultants to meet.
- The consultants will provide an oral report on the *Leadership Profile* findings and respond to questions at a public meeting to be determined by the SBE.
- A workshop will be held with the SBE to develop specific criteria to be sought in the new Director. The criteria will be developed utilizing the findings of the *Leadership Profile Report* and the knowledge of the SBE members relative to the State's future educational needs and challenges.
- Each SBE member will be asked to identify questions, hypothetical situations or topics of interest that are important to consider in selecting the new Director. These will be drafted into an *Interview Script* for the SBE to review and revise, and eventually use in the interview of candidates.
- A workshop will be held to prepare SBE members for successful candidate interviews (the curriculum for the workshop will be Section 3 of the *Search Manual* each SBE member will be provided at the *Planning Session*).
- The slate will be presented to the SBE in person. During this session, each SBE member will be provided comprehensive written and verbal information relative to each candidate being recommended for an interview.
- The consultants will meet with the SBE after each set of interviews to assist the SBE in its debriefing and selection of preferred candidates, and ultimately a preferred candidate.

In addition to the above formal communications, HYA will provide progress reports via email or regular mail to all SBE members, as agreed upon during the *Planning Session*. The consultants assigned to the search also will be available as needed via phone. SBE members will receive the business, home and cell phone numbers, as well as the email addresses, of the consultants. HYA's office staff, which is highly knowledgeable and pleased to assist at any time, also will be available to the SBE toll free from 9:00 a.m. to 5:00 p.m. CST, Monday through Friday.



Extent of Services & Guarantees

The consultant fee is a fixed fee from the time of accepting our proposal until a Director is employed. If there is a need to reopen a search because the preferred candidate decides not to accept the position or because the SBE desires to see additional or different candidates, these search activities will be provided at no extra cost in the consulting fee.

Additionally, if the Director departs from the position within two (2) years of commencing his/her responsibilities, HYA will conduct a new search for the SBE at no additional cost barring expenses.

Furthermore, the Director appointed with HYA's assistance will not be presented to another client as a candidate if it would result in his/her leaving the position in less than five (5) years unless the SBE advises HYA that the Director may seek another position or he is no longer employed by the SBE.

COST PROPOSAL

The consulting fee for the Comprehensive Search, as described, is \$31,500. A mutually agreeable change in the fee will be established if the SBE desires the consultants to have a greater or lesser involvement in any phase of the search or to provide services in addition to those delineated in this proposal. We estimate consultant expenses related to travel and correspondence including postage and telephone to be \$6,000. (based on community forums held through out the state)

ESTIMATED EXPENSES

Expenses relating to search advertisement, interview expenses, and travel expenses of the candidates and SBE will be borne by the SBE.

- **Advertisements.** The costs for the advertisements are dependent upon variables such as size, layout and frequency of postings in national publications. Generally, there is no cost for regional listings. Based on our prototypical search, HYA estimates – for budgeting purposes – that the cost to advertise the Director's search will be about \$6,000. The SBE would discuss the budget which could be less or more dependent on SBE wishes.
- **Candidate Expenses.** Reliable estimates for interview costs and travel expenses for candidates are difficult to determine because interview accommodations, mode and distance of travel, and – perhaps the most significant variable – the *number* of persons involved are unknown at this time. However, again, based on our prototypical search, HYA estimates – for budgeting purposes – that candidate-related expenses will range anywhere between \$3,000 And \$12,000.
- **SBE Expenses.** Again, reliable estimates of the travel expenses for the SBE members' site visit to the preferred finalist's community are difficult to determine for the same reasons as outlined above, but HYA estimates – for budgeting purposes – that the SBE can expect to spend between \$2,000 - \$5,000 for a candidate site visit and other expenses.

PAYMENT SCHEDULE

Our consultant fee is due in four equal installments: (1) 50% upon completion of the planning session, (2) 25% upon presentation of the *Leadership Profile Report*, (3) 25% presentation of slate of recommended candidates. Expenses, generally, are billed approximately six weeks after the search is concluded.

DR. RICHARD H. O'CONNELL

Consulting services offered to public school district officials, including board of education members, school administrators, teachers, and private corporations in matters related to human resources, program development, performance pay, year round education, charter schools, finance, management, and school construction.

As Superintendent, provided leadership for one of the fastest growing school districts in the United States from 3,000 to 40,000 students, a staff of 5,000 and an annual operating budget of \$275 million.

PROFESSIONAL EXPERIENCE

Senior Associate, Hazard, Young, Attea and Associates	2002-present
Superintendent (retired)	1981-2003
Douglas County School District, Colorado	
Assistant Superintendent	1975-1981
Douglas County School District, Colorado	
Junior High School Principal	1973-1975
Manning Junior High School	
Jefferson County School District, Colorado	
Elementary Principal	1972-1973
Tanglewood Elementary School	
Jefferson County School District, Colorado	
Elementary Assistant Principal	1971-1972
Swanson Elementary School	
Jefferson County School District, Colorado	
Elementary Teacher, 5th grade	1965-1969
Teaneck, New Jersey	

EDUCATION

Ed.D Public School Administration	1971
University of Denver, Denver, Colorado	
M.A. Public School Administration and Supervision	1968
Paterson State College, Paterson, New Jersey	
B.S. Elementary Education	1965
Farleigh Dickinson University, Teaneck, New Jersey	

WILLIAM J. ATTEA

EDUCATION

Ed.D.	State University of New York at Buffalo	1966
Ed.M.	State University of New York at Buffalo	1962
B.A.	Niagara University	1959

PROFESSIONAL EXPERIENCE

2010 - present	Executive Vice President, ECRA Group, Inc. (IL)
2007- 2010	Chair, Board of Directors, Hazard, Young, Attea & Associates (IL)
1987-2006	Managing Principal, Hazard, Young, Attea & Associates (IL)
2002-2009	Adjunct Professor, National-Louis University (IL)
1990-2007	Executive Secretary, Suburban School Superintendents (USA)
1994-1995	Director, National Center for Leadership, National Louis University (IL)
1970-1994	Superintendent of Schools, Glenview Public Schools (IL)
1985-1994	Administrative Agent, North Cook Educational Service Center (IL)
1967-1970	Director of Instructional Services, Wilmette Public Schools (IL)
1965-1967	Assistant to Superintendent, Geneva Public Schools (NY)
1964-1965	Ford Foundation Intern, North Tonawanda Public Schools (NY)
1963-1964	Research Assistant, Western New York School Study Council
1960-1963	Teacher, Clarence Central Schools (NY)

CURRENT/PAST CIVIC/PROFESSIONAL ACTIVITIES

Adjunct Professor, University of Illinois Chicago
Council for Educational Change
DePaul University School of Education Advisory Committee
Ed-Red Finance Committee, Past Chair
Glenview Education Foundation
Glenview Values Project, Co-Founder
Glenview Historical Society
Glenview Sister Cities' Committee
Grove Heritage Association
Illinois State Superintendent of Education Advisory Committee
Rotary Club of Glenview-Sunrise, Past President

PROFESSIONAL MEMBERSHIPS

American Association of School Administrators
Illinois Association of School Administrators
Midwest Superintendents' Association
National Education Association
Phi Delta Kappa, Northwestern University (IL) Chapter
Society of Educational Administrators
Suburban School Superintendents
Superintendents Round Table and Study Club of Northern Illinois; Past-president

AWARDS AND RECOGNITIONS

Van Miller Distinguished Scholar Practitioner Award for "Outstanding contributions to the field of education" presented by the University of Illinois Alumni Association and the Illinois Association of School Administrators, 1989
Executive Education 100 Award (Selected as one of North America's 100 leading school executives by an independent panel of jurors) presented by the American School Board Journal and Executive Educator magazines, 1990 and 1987
James T. Lambdin III Memorial Award for "Outstanding contribution in support of naval aviation" through support for quality education for dependents of military, 1984
Glenview Citizen of the Year for "Outstanding and selfless dedication" toward the betterment of the Glenview community, 1980
PTA Honorary Life Member
"Service Above Self Award" presented by the Rotary Club of Glenview, 1979

PATRICK A. GRIPPE

EDUCATION

1976	University of Northern Colorado Ed.D. Educational Leadership
1968	University of Wisconsin M.S. Business and Education
1963	Wisconsin State University B.Ed. Business Education

PROFESSIONAL EXPERIENCE

2003 – 2010	President, School Leaders for America, Inc. and School Leaders for Colorado, Inc. Educational Consultant.
2000 - 2003	Administrative Hiring and Recruitment Coordinator for the Douglas County School District (Part-Time Position) Consultant.
1986 - 2000	Douglas County School District, Castle Rock, Colorado. Assistant Superintendent for Learning Services
1985 - 1986	Assistant Superintendent Business and Instruction
1981 - 1985	High School Principal, Ponderosa High School
1977 - 1981	High School Principal Hinkley High School, Aurora Public Schools Aurora, Colorado.
1973 - 1977	Associate High School Principal Hinkley High School, Aurora Public Schools Aurora, Colorado.
1972 - 1973	Director, Vocational Education Greenfield Public Schools, Greenfield, Wisconsin.
1970 - 1972	Assistant High School Principal Greenfield Public Schools, Greenfield, Wisconsin.
1969 - 1970	Administrative Leadership Team Pius XI High School, Milwaukee, Wisconsin.
1963 - 1970	Business Education Teacher Pius XI High School, Milwaukee, Wisconsin.

ELLEN L. JOHNSON

EDUCATION

- B.S. Central Connecticut State University, 1966
Major: Elementary Education Minor: Reading
- M.S. Colorado State University, 1972
Master of Science in Instruction, Emphasis in Reading

EMPLOYMENT HISTORY:

- 2002 Senior Associate, Hazard, Young, Attea & Associates
- 9/92 – 6/2003 Assistant Superintendent of Human Resources Douglas County School
- 7/89 - 9/92 Executive Director of Human Resources Douglas County School District
- 1/73 - 6/89 Executive Director of Personnel Services Poudre R-1 School District
Director of Personnel Services
- 9/68 - 12/72 Elementary teacher, Poudre R-1 School District, Fort Collins, CO
- 9/66 - 8/68 Elementary teacher, South Windsor, Connecticut

Post retirement consultant work has included:

- Douglas County School District, Administrator on Special Assignment
- Denver Public Schools, consultant and facilitator, Administrator Evaluation
- Stratix Inc., consultant and facilitator, Labor Relations, Negotiations and Interest Based Bargaining
- Regis Jesuit High Schools, consultant and facilitator, evaluation and performance-based compensation
- Colorado Association of School Executives, workshop facilitator, various topics
- University of Northern Colorado, instructor, Human Resources

HUMAN RESOURCE MANAGEMENT

During my 30+ years serving at the Superintendent's cabinet level in Human Resource management, I have been responsible for the full range of human resource functions and systems including:

- | | |
|----------------------------|-----------------------------------|
| • Recruitment/Retention | • Compensation |
| • Screening | • Benefits |
| • Selection | • Risk Management |
| • Staffing | • Employee Relations |
| • Induction | • Negotiations |
| • Placement | • Affirmative Action and Title IX |
| • Professional Development | • Cultural Diversity |
| • Performance Evaluation | • All legal matters related to |
| • Supervision | human resources |

Select HYA Superintendent Search History WITH REFERENCES

2012

0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
<p>Byron CUSD 226 (IL) 1,600 students Doug Floski doug@oglelaw.com</p> <p>Deerfield Public Schools, IL 3,100 students Ellen London 847.405.9607</p> <p>Eureka School District (Granite Bay, CA) 3,800 students Jerri Davis 916.780.0383</p> <p>Greenburgh CSD #7 (NY) 1,800 students Terry Williams 914.686.5224</p> <p>Greendale Schools, (WI) 2,600 students Joseph Crappitto 414.906.6213</p> <p>Indian Hill Exempted School, OH 2,000 students Elizabeth Johnston Elizabeth.johnston@ih.k12.oh.us</p> <p>Irvington Union Free SD (NY) 1,800 students Robyne Kamp 914.591.6118</p> <p>Lake Bluff SD 65 (IL) 500 students Mary Jane Brady 847.615.7168</p> <p>Pelham Union Free SD (NY) 2,800 students Lisa Kiernan 914.629.5414</p> <p>Plainedge Union Free SD (NY) 3,400 students Catherine Flanagan cathy510@yahoo.com</p> <p>Riverside SD 96, (IL) 1,500 students Mary Ellen Meindl 708.528.5898</p> <p>Ross School District (CA) 500 students Todd Blake 415.456.6444</p>	<p>Lynchburg City SD (VA) 10,000 students Charles White 434.528.4510</p> <p>Mentor Public Schools (OH) 8,900 students Alan Mihok 440.205.8432</p> <p>Muskego-Norway Public Schools (WI) 5,000 students Jim Schaefer 414.303.9755</p> <p>Park Hill School District (MO) 9,000 students Denise Schnell 816.587.7620</p> <p>Roaring Fork SD RE-1 (CO) 5,300 students Matthew Hamilton 970.400.7153</p>	<p>Cupertino Schools (CA) 14,000 students Anjali Kausar aakausar@att.net</p> <p>Hamilton Township Schools (NJ) 12,000 students Ron Tola 610.637.6617</p> <p>Highline School District (Burien, WA) 18,000 students Angelica Alvarez 206.660.7695</p>	<p>Baltimore County Schools (MD) 106,000 students Lawrence Schmidt lschmidt@sgs-law.com</p> <p>Jefferson Parish SD (Harvey, LA) 46,000 students Mike Delesdernier 504.812.2150</p> <p>Seattle Public Schools (WA) 45,300 students Michael DeBell 206.391.2636</p> <p>Spokane Public Schools (WA) 30,300 students Bob Douthitt 509.220.3440</p> <p>Stamford Public Schools, CT 28,000 students Polly Rauh 203.325.9379</p>

Select HYA Superintendent Search History WITH REFERENCES

2011			
0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
<p>Amherst –Pelham SD (MA) 2,000 students Rick Hood 413.320.3611</p> <p>Beverly Hills Schools (CA) 4,702 students Lisa Korbatov 310.413.3223</p> <p>Burlingame Schools (CA) 2,400 students Michael Intrieri 510.864.3600</p> <p>Chappaqua Schools (NY) 4,000 students Janet Benton 914.273.5342</p> <p>Dobbs Ferry Schools (NY) 1,300 students Lynn Black 914.674.9110</p> <p>Lincolnshire-Prairie View SD (IL) 1,650 students David Panitch david@rtg-inc.com</p> <p>Loomis Union School District, CA 2,500 students Jim Foster jimmy-foster@sbcglobal.net</p> <p>Marblehead Schools (MA) 3,200 students Kathleen Leonardson 781.307.2019</p> <p>Mill Valley Schools (CA) 2,813 students Robin Moses 415.381.5795</p> <p>North Chicago CUSD (IL) 4,000 students Ken Robinson (224)374.7299</p> <p>Summit School District 3,062 students Jon Kraemelmeyer 970.668.5384</p> <p>Telluride Schools (CO) 800 students Banks Brown 970.729.1100</p> <p>Woodside Elementary (CA) 850 students Betinna Pike 650.851.7121</p>	<p>Bay Shore Schools (NY) 5,800 students Greg Nardone 516.523.7205</p> <p>Clarence School District (NY) 5,600 students Michael Lex mblex@verizon.net</p> <p>Dothan City Schools (AL) 9,907 students Dr. Harry Wayne Parrish parrishhwp@yahoo.com</p> <p>Grosse Pointe Public Schools (MI) 5,000 students John Steininger GPMS@aol.com</p> <p>Southeast Polk CUSD (IA) 5,988 students Lori Slings lslings@valleyb.com</p> <p>Zeeland Schools (MI) 5,723 students Carol Slagh b_cslagh@juno.com</p>	<p>Davenport CSD (IA) 16,000 students Ralph Johanson 563.381.4598</p> <p>Frederick County Schools (VA) 13,000 students Stuart Wolk 540.533.6715</p> <p>Santa Barbara School District (CA) 15,500 students Annette Cordero corderoa@sbcc.edu</p> <p>Saugus School District (CA) 11,000 k-6 students Doug Bryce dbryce@saugus.k12.ca.us</p> <p>Vallejo City Schools (CA) 17,700 students Ward Stewart 707.853.6160</p>	<p>Beaverton Schools (OR) 38,000 students Tim Quillen 503.880.4274</p> <p>Boulder Valley Schools (CO) 25,000 students Ken Roberge 303.443.2509</p> <p>Colorado State Commissioner of Education Elaine Berman 720.207.8703</p> <p>Frederick County Schools (MD) 39,000 students Brad Young 301.845.0263</p> <p>Lewisville ISD (TX) 50,000 students Carol Kyer 469.576.0871</p> <p>Montgomery County Schools (Rockville, MD) 136,000 students Christopher Barclay 301.302.5623</p> <p>Santa Ana Schools (CA) 58,000 students Jose Hernandez 714.397.1023</p>

Select HYA Superintendent Search History WITH REFERENCES

2010			
0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
<p>Clayton County SD (MO) 2,500 students Omri Praiss omri.praiss@huschblackwell.com</p> <p>Fremont SD 79 (IL) 1,875 students Sandy Bickley 847.302.2699</p> <p>Kohler SD (WI) 500 students Jane Bishop 920.207.6278</p> <p>Lindop SD (IL) 500 students Terri Sharp 312.261.3154</p> <p>Newburyport Public Schools (MA) 2,300 students Gordan Bechtel 978.465.5681</p> <p>Park Ridge SD 64 (IL) 4,300 students John Heyde jheyde@sidley.com</p> <p>Reed SD (CA) 1,035 students Lisa Matthews 415.505.5472</p> <p>Ross Valley SD (CA) 2,000 students Sharon Sager 415.847.0035</p> <p>Warren Twp SD, (NJ) 2,189 K-8 Roberta Monahan 908-753-5300 #7</p> <p>Whitefish Bay Schools (WI) 3,000 students James Phillips 414.961.7723</p>	<p>Bellingham SD (WA) 10,000 students Dr. Ken Gass 360.671-1003</p> <p>Fairfield Public Schools (CT) 7,900 students Catherine Albin 203.256.1422</p> <p>Mamaroneck Union Free SD (NY) 5,000 students Linnet Tse 914.833.2871</p> <p>Millburn Townships Schools (NJ) 5,200 students Noreen Brunini 973.912.0424</p> <p>Oak Park SD 97 (IL) 5,200 students Peter Traczyk ptraczyk@op97.org</p> <p>Orangeburg SD (SC) 7,300 students Melvin Crum 803.536.0155</p> <p>Wausau SD (WI) 8,300 students Michelle Schaeffer 715.551.0722</p>	<p>Carpentersville CUSD 300 (IL) 19,000 students Joe Stevens jstevens@dls.net</p> <p>Fremont USD (CA) 32,000 students Byron Gebhart 501.543.4566</p> <p>Iowa City Schools (IA) 11,237 students Patti Fields 319.338.9688</p> <p>Newton Public Schools (MA) 11,237 students Claire Sokoloff 617.816.4469</p> <p>Oshkosh Area SD (WI) 10,500 students Ben Schneider, II 920.235.9262</p> <p>Peoria SD 150 (IL) 14,000 students David Gorenz 309.688.2824</p> <p>Pleasanton USD (CA) 14,787 students Valerie Arkin 925.417.1969</p>	<p>Birmingham City Schools (AL) 29,000 students April Williams 205.960.6257</p> <p>Capistrano USD (CA) 51,000 students Anna Bryson 949.290.7196</p> <p>Carroll County Schools (MD) 28,000 students Barbara Shreeve 410.740.3150</p> <p>Douglas County Schools (CO) 56,000 students Dan Gerken 720.219.3366</p> <p>Polk County Schools (FL) 92,000 students Kay Fields 863.559.6829</p>



Select HYA Superintendent Search History

WITH REFERENCES

2009

0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
<p>CCSD 181 (Hinsdale, IL) 4,700 students Marc Monyek 630.794.0517</p> <p>Croton-Harmon Schools (NY) 1,600 students Kathy Brechner 914.271.8590</p> <p>Hudson SD (MA) 2,500 students Tom Green tgreen_inhudson@hotmail.com</p> <p>Lyons Township HSD (IL) 3,897 students Mark Pera 708.579.6455</p> <p>Moffatt County SD (Craig, CO) 2,395 students Andria Camp 970.824.0257</p> <p>Mountain Brook City Schools (AL) 4,000 students Gary London 205.244.5672</p> <p>Robbinsville SD (NJ) 1,100 students Michael Reca 609.259.8441</p> <p>West Chicago HSD (IL) 2,160 students Tony Reyes 630.669.0501</p>	<p>Castro Valley USD (CA) 8,684 students George Granger 510.326.8903</p> <p>Fond du Lac Schools (WI) 7,200 students Eric Everson 920.517.2316</p> <p>Greenwich PS (CT) 8,960 students Steve Anderson andersonsb@optonline.com</p> <p>White Plains Schools (NY) 6,000 students Donna McLaughlin 914.761.3778</p>	<p>Arlington Public Schools (VA) 18,736 students Sally Baird 703.486.0655</p> <p>Bellevue SD (WA) 16,218 students Chris Marks 425.941.9573</p> <p>Clarke County Schools (Athens, GA) – 11,000 students Denise Mewborn 706.338.2189</p> <p>Coachella Valley USD (CA) 17,900 students Gloria Maldonado 760.775.9738</p> <p>Lawrence Public Schools (KS) 10,254 students Craig Grant 785.842.8298</p> <p>Oswego CUSD 308 (IL) 15,000 students Lynn Cullick 630.551.4811</p> <p>Oxnard USD (CA) 15,441 students Dennis O'Leary 805.815.4442</p> <p>Richmond Public Schools (VA) 25,000 students Tom Farrell 804.819.2112</p>	<p>East Baton Rouge Parish (LA) 45,000 students Jerry Arbor 225.387.5557</p> <p>Metro. SD (Nashville, TN) 74,000 students David Fox 615.298.2848</p> <p>Rockford SD (IL) 29,000 students Nancy Kalchbrenner 815.262.3216</p> <p>Scottsdale USD (AZ) 26,567 students Karen Beckvar 602.686.3803</p> <p>Wichita Public Schools (KS) 48,000 students Lynn Rogers 316.262.4716</p>



Select HYA Superintendent Search History

WITH REFERENCES

2008

0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
<p>Alamo Heights ISD (TX) 4,400 students Bill Kingman 210.829.1199</p> <p>Ardley UFSD (NY) 2,200 students Mark Cohen mcohen23@aol.com</p> <p>Burlingame ESD (CA) 2,400 students Michael Barber 650.483.5087</p> <p>Homer CCSD 33C (IL) 2,700 students Tom Buckley 708.301.6691</p> <p>Islip UFSD (NY) 3,600 students Catherine Romano 631.793.7671</p> <p>Kohler SD (WI) 500 students Jim O'Donnell 920.458.6115</p> <p>Locust Valley CSD (NY) 2,300 students Dr. Yao Chu 516.759.3012</p> <p>Roxbury Township SD (NJ) 4,500 students Robert Badini 973.584.8525</p> <p>Tamalpais UHSD (CA) 3,900 students Susan Schmidt susanschmidt1117@yahoo.com</p>	<p>Durango SD 9-R (CO) 5,000 students Jeff Shell 970.375.7721</p> <p>Lake Central Schools (IN) 9,860 students Howard Marshall 219.864.7273</p> <p>Normandy SD (MO) 5,500 students Cozy W. Marks, III 314.389.4576</p> <p>Plainfield SD (NJ) 7,000 students Patricia Barksdale 908.754-3380</p> <p>St. Cloud Area SD (MN) 10,000 students Deb Lalley deb.lalley@isd742.org</p> <p>White Bear Lake Area SD (MN) 7,700 students Gregg Larson 651.426.1288</p>	<p>Alexandria City Schools (VA) 10,557 students Yvonne Folkerts 703.823.6269</p> <p>Bend – La Pine SD (OR) 16,000 students Nathan Hovekamp 541.318.8362</p> <p>Burnsville-Eagan-Savage ISD (MN) 10,600 students Vickie Roy 952.894.4032</p> <p>Clifton Public Schools (NJ) 10,500 students Mike Urcioli 973.881.0252</p> <p>Lancaster, SD of (PA) 11,744 students Patrick Snyder pns1@comcast.net</p> <p>Waukesha, SD of (WI) 13,923 students Dan Warren dwarren@pabstfarms.com</p>	<p>Compton USD (CA) 32,000 students Fred Easter 310.603.9424</p> <p>Riverside USD (CA) 45,000 students Dr. Charles Beaty 951.787.8984</p> <p>San Diego City SD (CA) 131,000 students Luis Acle 619.232.6658</p> <p>Shawnee Mission Schools (KS) 28,000 students Craig Denny 913.888.7703</p> <p>Spokane Public Schools (WA) 30,300 students Christie Querna 509.455.9886</p> <p>Stockton USD (CA) 36,700 students Dan Castillo 209.564.0253</p>



Select HYA Superintendent Search History

WITH REFERENCES

2007

0 – 5,000 Students	5,001 – 10,000 Students	10,001 – 25,000 Students	25,000+ Students
Eastchester UFSD (NY) 3,000 students Michelle Kissel 914.629.0142	Barrington CUSD (IL) 9,000 students Cara Richardson 630.285.4077	Academy School District 20 (CO) 21,000 students Vicki Taylor 719.337.7744	Boulder Valley Schools (CO) 25,500 students Helayne Jones 303.545.6376
Forest Park SD (IL) 1,400 students Lois Bugajsky 708.366.5610	Gilroy USD (CA) 9,200 students Tom Bundros 408.717.5481	Hoover City Schools (AL) 11,600 students Donna Frazier 205.991.8104	Indian Prairie SD 204 (IL) 28,000 students Jeanette Clark 630.983.9349
Las Lomas SD (CA) 1,000 students Lee Anderson 650.361.8980	Round Lake Area Schools (IL) 6,500 students Ann Welk 847.546.9247	Mt. Vernon City Schools (NY) 10,100 students Lynn McBride 914.918.8524	Jefferson County SD (Louisville, KY) – 89,600 students Joe Hardesty 502.367.1529
Lafayette SD (CA) 3,200 students Shayne Silva 925.283.4159	South Orange Maplewood SD (NJ) 6,300 students Rowland Bennett 973.762.5670 Lynn Crawford 973.378.9230	Southwestern Comm. College (CA) 19,000 students Terri Valladolid 619.778.9991	San Francisco USD (CA) 53,000 students Eric Mar 415.730.4188 Mark Sanchez 415.828.0029
Muskego – Norway SD (WI) 5,000 students Jim Schaefer 414.303.9755		Tempe Union HSD (AZ) 13,000 students Zita Johnson 480.967.4185	Sweetwater Union HSD (CA) 41,000 students Greg Sandoval 619.917.7773
Nicolet SD (WI) 1,300 students Marilyn Franklin 414.352.1180		Wheaton-Warrenville CUSD 200 (IL) – 14,200 students Andy Johnson 630.240.7092	
North Salem SD (NY) 1,400 students Marie Martell 914.277.7613			
Walnut Creek SD (CA) 3,200 students Barbara Pennington 925.997.2155			



Hazard, Young, Attea Associates takes pride in having served the following school districts:

ALABAMA	Oxnard	CONNECTICUT	Avoca 37	Golf	New Trier HSD	West Chicago 94
Dothan	Pajaro Valley	Bloomfield	Bali Charter School	Grayslake 128	Niles	West Northfield 31
Hoover	Palo Alto	Bridgeport	Barrington HSD	Hamilton 328	Norridge 80	Wheaton-
Huntsville	Pleasanton	Brookfield	Beach Park 3	Hazel Crest	North Cook ISC	Warrenville 200
Mountain Brook	Ravenswood	Clinton	Belleville CC	Highland Park 108	Northbrook 27	Wilmette 39
	Redwood City	Danbury	Belwood	Homer 33C	Northbrook-	Winfield 34
ARIZONA	Reed	Darien	Beivdere	IASA	Glenview 30	Winnetka 36
Deer Valley	Riverside	East Granby	Bensenville 2	IL School for the	Northfield 225	Woodridge 68
Peoria	Ross	Fairfield	Berwyn North 98	Visually Impaired	North Chicago	Woodstock 200
Phoenix	Ross Valley	Greenwich	Bloom Twp 206	IL Valley CC	NSSED	Yorkville 115
Scottsdale	Saddleback Valley	Ledyard	Bloomington 87	ilini Valley	NSSEO	Zion 6
Tempe	San Carlos	New London	Blue Ridge 18	IL State Bd. of Ed.	Oak Park 97	Zion-Benton 126
Washington	San Diego	Newton	Bremen Comm. 228	Indian Prairie 204	Oak Park-River	
	San Diego County	Norwalk Free	Burr Ridge 180	Itasca 10	Forest 200	INDIANA
ARKANSAS	San Francisco	Academy	Byron	Jewish Children's	Olympia	Carmel Clay
Little Rock	San Mateo	Norwich	Carlinville 1	Bureau	Oswego 308	East Alan
	Santa Ana	Ridgefield	Carpentersville 300	Joliet 86	Park Forest 163	East Chicago
CALIFORNIA	Santa Barbara	Stamford	Cary	Joseph Academy	Park Ridge 64	Lake Centrai
Acalanes	Santa Monica-Malibu	Waterbury	Champaign 4	Kankakee	Peoria 150	Lawrence Twp
Antioch	Saugus		Chicago-Gates	Keshet Day School	Pontiac 429	Penn-Harris
AVID Center	Sequoia	DELAWARE	Project	LaGrange 102	Prairie Crossing	
Beverly Hills	Sonoma Valley	Brandywine	Decatur 61	LaGrange 105	Charter	IOWA
Burlingame	Southwestern CC		Deerfield 109	Lake Bluff 65	Proviso 209	Cedar Rapids
Castro Valley	Stockton	FLORIDA	Dekaib 428	Lake Forest 67	Quincy 172	Davenport
Capistrano	Sweetwater	Brevard County	Des Plaines 62	Lake Forest 115	River Forest 90	Des Moines
Coachella Valley	Tamapals	Broward County	Diamond Lake 76	Lake Park 108	River Trails	Dubuque
Compton	Tustin	Collier County	District 181	Lake Villa 41	Riverside 96	Iowa City
Cupertino	Vailejo	Duval County	Downers Grove 58	LaSalle 122	Riverside-	Southeast Polk
Downey	Vista	Indian River County	Dunlap	LaSalle Peru 120	Brookfield 208	Waterloo
East Side Union	Wainut Creek	Orange County	DuPage 88	LEARN Charter School	Rockford 205	West Des Moines
Granite Bay	West Contra Costa	Pinellas County	East Saint Louis	Lemont-Bromberek	Roseile	
Fremont	Woodside	Polk County	Elk Grove 59	Libertyville 70	Round Lake	KANSAS
Fresno		Sarasota County	Evanston 65	Lincolnshire-	Sandridge 172	Blue Valley
Gilroy	COLORADO		Evergreen Park	Prairievew	Sheldon	Lawrence
Glendora	Academy 20	GEORGIA	Flossmoor 161	Lincoln Way 210	Skokie 68	Olathe
Hillsborough	Adams 12 Five Star	Athens	Forest Park 91	Lisle 202	Sparta 140	Shawnee Mission
Lafayette	Aspen	Cobb County	Fox Lake 114	Lombard 44	Springfield	University Academy
La Mesa-Spring Valley	Boulder	DeKalb County	FRAC	Lyons 204	Sterling	Wichita
Las Lomitas	Craig (Moffat)	Liberty County	Freeport 145	Macomb 185	Streator 40	
Leadership	Denver		Fremont 79	Maine 207	Sunnybrook	KENTUCKY
Loomis	Douglas County	ILLINOIS	Gavin	Maywood 89	Sunset Ridge	Louisville
Los Altos	Durango	Addison Trail	Geneva 304	McLean 5	Tazwell Mason SED	
Los Angeles	Frisco (Summit)	Aptakisic-Tripp 102	Glen Ellyn 41	Morton CC	Tinley Park 146	LOUISIANA
Manhattan Beach	Littleton	Arlington Heights 25	Glen Ellyn 89	Mt. Morris	Township HS 214	East Baton Rouge
Mili Valley	Pueblo		Glenbard 87	Mt Prospect 57	Troy	Jefferson Parish
Mountain View	Telluride		Glencoe 35	Naperville 203	Vilia Park 45	
			Glenview 34		Waukegan	

Hazard, Young, Attea Associates takes pride in having served the following school districts:

MARYLAND	MINNESOTA	NEW JERSEY	Eastchester	N. CAROLINA	S. CAROLINA	WASHINGTON
Anne Arundel	Burnsville-Eagan-	Clifton	Eastern Suffolk	Chapel Hill-Carrboro	Beaufort	Bellevue
Baltimore Cty	Savage	Ewing	Fayetteville-Manlius	Greensboro	Greenville	Bellingham
Frederick Cty	Columbia Hts	Hamilton	Floral Park		Orangeburg	Everett
Howard County	Edina	Holmdel	Greece	OHIO		Highline
Montgomery Cty	Hopkins	Jersey City	Greenburgh 7	Bexley	TENNESSEE	Kent
Prince George's	Minnnetonka	Lawrence Twp	Hauppauge	Cleveland	Hamilton County	Lake Washington
	North St. Paul	Livingston	Irvington	Dayton	Knox County	Mercer Island
MASSACHUSETTS	Osseo	Mariboro	Islip	Dublin	Memphis	Seattle
Amherst-Pelham	St. Cloud	Milburn	Lawrence	Mayfield	Murfreesboro	Spokane
Berkshire Hills	St. Louis Park	Montgomery Twp	Locust Valley	Orange	Nashville	
Cambridge	S. Washington	Moorestown	Mamaroneck	Perry		WISCONSIN
Framingham	Wayzata	Plainfield	Manhasset	Princeton City	TEXAS	Beloit
Hudson	White Bear Lake	Princeton	Mt. Vernon	Shaker Heights	Alamo Heights	Cedarburg
Mt. Greylock		Rancocas	Nassau County	Upper Arlington	Austin	Elmbrook
Marblehead	MISSISSIPPI	Randolph	BOCES	Wooster	Carroll	Fond du Lac
Marlborough	Tupelo	Ridgewood	Niagara-Wheatfield	Youngstown	Dallas	Green Bay
Newburyport		Robbinsville	North Salem		Eanes	Greendale
Newton	MISSOURI	Roxbury	Pelham	OREGON	Ft. Bend	Howard-Suamico
Somerville	Clayton	Somerset Hills	Plainedge	Bend-La Pine	Grapevine-Colleyville	Hudson
Worcester	Columbia	S. Orange-Maplewood	Riverhead	Beaverton	Highland Park	Indian Comm. School
	Ferguson-Florissant	Tenafly	Rochester	Corvallis	Lake Travis	Kenosha
MICHIGAN	Francis-Howell	Trenton	Rocky Point	NWREL	Leander	Kohler
Birmingham	Kansas City	Warren Twp.	Rush Henrietta	Portland	Lewisville	Madison
Bloomfield Hills	Kirkwood	Watchung-Hills	Rye City	Salem Keizer	Northside	Milwaukee
Clarkston	Ladue	Westfield	Sag Harbor		Plano	Manitowoc
East Lansing	Lindbergh		Scarsdale	PENNSYLVANIA	San Antonio	Muskego-Norway
Flint	Normandy	NEW MEXICO	Shoreham Wading	Abington	Spring	New London
Grosse Pointe	Parkway	Roswell	River	Allegheny Int.	Tyler	Nicolet
Gull Lake	River Gardens		South Orangetown	Baldwin-Whitehall	Wichita Falls	Oconomowoc
Holland	Rockwood	NEW YORK	S. Westchester	Lancaster		Oregon
Jackson	St. Louis	Albany	BOCES	Lower Merion	VIRGINIA	Oshkosh
Kalamazoo	Springfield	Ardsley	Syracuse	Loyalsock	Alexandria	Port Washington
Lansing	Webster Groves	Babylon	Tarrytowns	Marpie-Newton	Arlington	Racine
Ludington		Bay Shore	Three Village	Methacton	Charlottesville	South Milwaukee
Midland	NEBRASKA	Bedford	Tuckahoe	Mt. Lebanon	Danville	Stevens Point
Mona Shores	Westside	Brentwood	Vaihalla	North Allegheny	Fairfax County	Waukesha
Novi		Brewster	White Plains	Philadelphia	Frederick Co	Wausau
Plymouth-Canton	NEVADA	Brighton	Wyandanch	Pittsburgh	Hampton	Wauwatosa
Pontiac	Clark County	Bronxville	Xaverian	Radnor	Richmond	West Bend
Southfield	Washoe County	BOCES	Yorktown	Rose Tree Media	Spotsylvania	Whitefish Bay
Troy		Chappaqua		Spring Ford	Virginia Beach	
Wayne-Westland	NEW HAMPSHIRE	Ciarence		Upper Dublin		WYOMING
West Bloomfield	Concord	Croton-Harmon		Wallingford-		Jackson Hole
Zeeland	Nashua	Dobbs Ferry		Swarthmore		
		East Williston		William Penn		



**5600 N. River Road, #180
Rosemont, Illinois 60018**

February 25, 2013

To the Wyoming State Board of Education:

It is with great pleasure that Dakota Education Consulting submits a proposal to conduct the Executive Search for the next Director of the Wyoming Department of Education. This is a tremendous opportunity for our firm and for the State of Wyoming as you select your statewide educational leader.

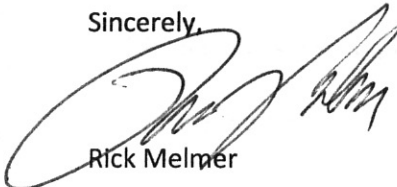
Dakota Education Consulting's (DEC) mission is to provide our customers with the highest professional standards in search and leadership consulting. Our team, with over 90 years of combined administrative service and eight years of experience as former state chiefs, is uniquely positioned to assist the Wyoming Board of Education in locating the best candidates for this executive position. We intimately understand the challenges in administering a state education department and are confident that our process will find applicants with the qualities and experiences necessary for the successful candidate.

The DEC team has professional and personal relationships with an endless number of people including multi-state school administrators, education and executive leaders, and other former state chiefs. As neighbors to Wyoming, our consultants understand local and regional education and provide a balance of the national scene as well as Midwest ethics. Our understanding of political realities, work with school districts, and personal experience with the position would be unequalled by any other firm. We are certain these experiences, our sound practices, and first-hand knowledge of the job provide us the expertise to recruit a pool of exceptional quality candidates that will meet the State Education Agency's requirements.

Our purpose is to help our clients secure the best candidate for every available position. Our values of integrity, credibility, and service support our purpose and will provide the assistance you need to make this important selection. We understand the role of the Board of Education in this process and have provided step-by-step detail of our services and assistance from the beginning of the search to the selection of the Education Director finalists.

We want to thank you for your consideration of our proposal. We are available for any questions that you may have and are prepared to visit with you in more detail on March 11, 2013.

Sincerely,



Rick Melmer

Dakota Education Consulting

Provide the names of all individuals authorized to sign for the Proposer:

NAMES:

POSITION:

Rick Melmer

Co-Founder

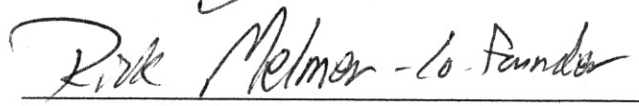
Tom Oster

Co-Founder

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.


(Signature)


(Name and Title) (Typed or Printed)


(Date)



WYOMING
DEPARTMENT OF EDUCATION



WYOMING STATE BOARD OF EDUCATION EXECUTIVE SEARCH

**REQUEST FOR PROPOSAL
NO. 0249-W**

**From: Dakota Education Consulting
February 25, 2013**

Submitted to:

State of Wyoming
Department of Administration and Information
Procurement Section
700 West 21st Street
Cheyenne, WY 82002-0060

Request For Proposal
No. 0249-w

Wyoming State Board of Education
Executive Search for the
Director of the Wyoming Department of Education

Submitted by:

Dakota Education Consulting (DEC)
608 Meadow Creek Drive
Volga, SD 57071
605-202-0961
605-202-0172
rvmelmer@gmail.com
tom.oster@osterconsulting.com

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Executive Summary

Dakota Education Consulting (DEC) is a search firm that is quickly becoming a reputable search firm in South Dakota. Our firm was founded by two lifelong educators, Rick Melmer and Tom Oster. DEC is uniquely positioned for this search for the following reasons.

KNOWLEDGE OF THE POSITION.

The founders of DEC have both worked as the Chief School Officer in South Dakota. Rick Melmer served as the Secretary of Education in South Dakota from 2003 – 2008. During that time he also served as the President of the Council of Chief State School Officers (CCSSO) for the 2007 – 08 term. Tom Oster was the Secretary of Education in South Dakota from 2008 – 2010. During that time, he reformed the state's graduation requirements and did extensive work with the four post-secondary technical institutes on their finance formulas and bonding capacities. Melmer and Oster have a working knowledge of the challenges and opportunities that exist for a Chief School Officer in a rural state. John Pedersen served as the Executive Director of the School Administrators of South Dakota (SASD) and has a strong understanding of the need for statewide leadership. Don Kirkegaard currently serves as the President of the South Dakota State Board of Education. Don understands the role of a State Board of Education and can provide valuable insight into a Board member's role in the state's educational system.

KNOWLEDGE OF AVAILABLE CANDIDATES.

The DEC team is ready to assist in the recruitment of candidates for the Education Director. Rick Melmer continues to work with CCSSO as

a Common Core Coach at the national level. Melmer works with several states on the implementation of the Common Core and continues to remain connected at the national level. Tom Oster works with CCSSO as an education consultant and is coordinator for the Rural Chiefs State Network. This network includes rural states from the states of Washington to Vermont. Wyoming is a member of the Rural States consortium. John Pedersen served as the Executive Director for the School Administrators of South Dakota. During his time as the Executive Director, John met statewide leaders from regional states and enjoys an ongoing relationship with many of those leaders. These contacts will be critical as DEC recruits for prospective candidates for this position. Don Kirkegaard is the former President of the North Central Accreditation Association (NCA). Don has strong ties to Wyoming through his work with NCA and has professional associations through this work that will provide him with key contacts in Midwest states that will serve as the primary recruiting field for this search.

KNOWLEDGE OF THE MIDWEST.

The DEC team has a working knowledge of life in a rural state. Rick Melmer earned his Ed.D from the University of Wyoming and worked as an Elementary School Principal in Cheyenne, Wyoming from 1987 – 1991. Melmer has also worked in Iowa but has spent his entire educational career in rural states. Tom Oster, John Pedersen, and Don Kirkegaard have extensive knowledge of the characteristics of a rural state. All DEC consultants understand how educators think and act in rural states. This knowledge will be critical as you pursue an Education Director that can work effectively with rural educators.

Dakota Education Consulting may not have the longevity of many of the other search firms that will be considered for this opportunity. However, we do possess the key benefits listed earlier and we firmly believe that we can meet your search needs at a reasonable price. Our proximity to Wyoming will help us to be more accessible than many other firms that may apply for this work.

Even though a majority of our work involves Superintendent of Schools searches, we have also assisted the South Dakota Department of Education (DOE) in its search for two Director positions that serve key roles in the DOE. Both positions were filled successfully and the Directors are doing fine work in the DOE. Currently, DEC is assisting the Associated School Boards Association in South Dakota in its search for a new Insurance Director. This work positions us for this search opportunity in Wyoming and we are prepared to deliver an outstanding Education Director to your state.



Executive Search Process

Overview

The executive summary states Dakota Education Consulting's strong qualifications in locating a top list of experienced and visionary leaders in the search for the Wyoming State Education Director. We understand the goals the Wyoming legislature has adopted and are excited to deliver a leader that will support and meet this agenda.

Search Responsibilities- DEC will assume all primary responsibilities beginning with the search and recruitment, and will assist and support the board through the process. We will report to the Wyoming Board of Education on our progress with regular emails or conference calls.

Education Director Position Description- DEC, with eight years' work experience as state directors, is uniquely poised to write a very thorough job description for the Director of the Wyoming Department of Education. In addition to our own experience, we will compare job descriptions from current and similar sized states for content and suggestion.

Timeline- We have included a projected timeline (page 9) from the beginning of the search to presentation of the finalists.

Work Plan- We have developed a detailed step-by-step plan for our proposal (page 10). Within this plan are specifics that will include:

- Media outlets for advertisement of the position
- Surveys and focus groups involving the Wyoming DOE staff and other stakeholders in the recruitment and selection processes
- Suggested question lists for DEC to use when screening applicants, questions for interviewing all candidates, and a process for screening and interview protocols.
- Process for conducting thorough background and reference checks
- Arrange candidate interviews with Wyoming Board of Education
- Developing a plan to choose the top finalists for presentation to the Governor

Consulting Policy- Dakota Education Consulting contracts are written to foster a positive working relationship with our client. We accept consulting service agreements with the understanding that the goal is attainable. All client and DEC responsibilities are outlined in the contract. If for any reason the client or DEC feels that the consulting relationship is not productive, either party has a cancellation option. This cancellation option must be in writing and is effective 60 days upon receipt of written notice. During the 60 days, the client and DEC are responsible for appropriate fees and service respectively. After that time, both the client and DEC understand that the contract is canceled and there will be no further obligation for fees or service.

Disclosure Statement- We are not a placement service for candidates
- we never accept any fees from candidates.

Timeline (All dates are negotiable)

March 11, 2013	Meet with the Wyoming State Board of Education to discuss Search components and timelines.
April 8 – June 14, 2013	Position advertised. Candidate recruiting and screening. Identification of director qualities with surveys and focus groups.
June 14, 2013	Deadline for applications.
July 8, 2013	Presentation of candidates to State Board of Education. Determine final candidates to be interviewed by the State Board of Education.
July 11, 2013	Contact finalists and arrange interviews.
August 5-9, 2013	Candidate interviews and facilitate selection of finalists.

Work Plan (Dates are proposed – not final)

Task	Proposed Dates	DEC Consultants	Notes
Meet with the WY State Board of Education to discuss Search components and timelines.	March 11, 2013	Rick Melmer	Conducted in person.
Create advertisement for the position. Create job description and refine the application process.	March 18– April 5, 2013	Rick Melmer & Tom Oster	Determine agencies in which advertising will occur. CCSSO website, Education Week, Landit.org, Educational membership organization sites in regional states around WY. Others as determined by the WY State Board of Education.
Position is posted including job description, expectations, and timelines.	April 8 – June 14, 2013	Rick Melmer & Tom Oster	Work with WY State Board of Education to finalize job posting, job description and salary/benefits package.
Conduct recruitment phase of the application process	April 8 – May 31, 2013	Rick Melmer, Tom Oster, John Pedersen, & Don Kirkegaard	Contact by phone and email with key state and nation wide leaders with knowledge of prospective candidates. Contact will be made with potential candidates who possess the skills and abilities for this position.
Survey WY DOE staff and WY administrators to determine qualities in the next Education Director.	April 22 – May 17, 2013	Rick Melmer	Electronic survey of DOE staff and administrators in Wyoming to determine key qualities and challenges.

Conduct focus group meetings, if necessary, to gain additional knowledge of desired characteristics of the next Education Director.	April 22– May 17, 2013	Rick Melmer, Tom Oster, John Pedersen & Don Kirkegaard	Suggested focus groups would be WY DOE staff, WY School Administrators, Government Officials, Legislative Officials and WY State Board of Education members.
Conduct screening of candidates through phone interviews, and background/reference checks.	June 3 – 14, 2013	Rick Melmer, Tom Oster, John Pedersen, & Don Kirkegaard	Phone interviews with candidates, references and others with knowledge of the candidates. Prioritize a list of the most qualified candidates.
Develop interview protocols and processes that will be used to select the Education Director.	June 3 – 28, 2013	Rick Melmer & Tom Oster	Development of the interview process, groups involved in the interviews, interview questions and performance tasks. Compile a summary report on each of the qualified candidates.
Presentation of candidates to the WY State Board of Education.	July 8, 2013	Rick Melmer & Tom Oster	A presentation would be conducted in Executive Session to review the slate of candidates that have applied for the Education Director position. After a thorough review of the applicants, a list of finalists will be determined for future interviews.

Conduct on-site interviews with finalists. DEC facilitates the interviews and coordinates the logistics for candidates involved in the interview process. Provide an evaluation form for WY BOE use with interviewing.	August 5 – 9, 2013	Rick Melmer & Tom Oster	On-site interviews will be conducted with finalists in a location determined by the State Board of Education.
Facilitate the selection of the top candidates for the Education Director	August 5 – 9, 2013	Rick Melmer & Tom Oster	DEC will facilitate the feedback from the interview teams (if necessary) and assist the Board in candidate selections for Education Director.
Facilitate the transition of the Education Director. Include the development of a 90 day transition plan for new Education Director.	Dates TBA based on anticipated starting date	Rick Melmer & Tom Oster	Meetings will be held with the incoming Education Director to determine a 90 day transition plan. Plan will be determined by feedback from focus groups, interview teams and desires of the State Board of Education.

Dakota Education Consulting Profile

Our Mission

The mission of Dakota Education Consulting is to provide our customers with the highest professional standards in search and leadership consulting. Our purpose is to help our clients secure the best candidate for every available position.

Our Values

Integrity ~ We are leaders who possess the dedication to maintaining the principles of fairness, honesty, ethical conduct, and common sense which are the heart of DEC's philosophy and standards.

Credibility ~ We deliver on our promises and maintain full accountability for the accomplishment of all objectives.

Service ~ We meet the requirements outlined in our work plan and exceed expectations when providing responsive counsel and services.

About Dakota Education Consulting

Dakota Education Consulting is a professional organization that specializes in educational executive leadership searches. We recruit traditional and non-traditional candidates for public schools, private schools and state agencies.

Our professional consultants have years of experience in the school education field with extensive backgrounds as state Chief School Officers, executive directors of school administration organizations, business executives and university leaders.

At Dakota Education Consulting, we provide our clients with the services needed to locate the perfect candidates for the job. Our work includes services from the beginning of the search process to the negotiation of a contract. We customize every search to the criteria and qualifications determined by our clients.

Dakota Education Consulting provides quality, expert, and extensive assistance in recruiting outstanding candidates that match our clients' expectations. Our consultants have developed professional relationships at the highest levels of education, both state and nationally, that will prove beneficial for contacting key individuals and attracting outstanding candidates.

Dakota Education Consulting uses extensive screening and background checks to ensure our clients that the candidates recommended for consideration are exactly who they say they are. Our firm provides our clients with detailed information on each candidate in addition to all other application materials.

We provide a written agreement with our clients that contain the provisions of our proposal and any modifications upon which we mutually agree. Additionally, we provide a satisfaction guarantee with all terms specified in the written agreement.

Dakota Education Consulting provides services to schools, education-based businesses, state education agencies, and nonprofit associations in the areas of executive search, management, and strategic planning. Services include strategic planning, fiscal review, recruitment and training, performance management, and executive mentoring and coaching.

We have been successful in helping organizations fill the following positions: superintendent, principal, chief executive officer, executive director, human resource director, business manager, state education directors, and other administrative positions.

Why Dakota Education Consulting?

- Two of our consultants previously served as Chief State School Officers and continue to provide consultation services to the Council of Chief State School Officers.
- Rick Melmer has worked as an administrator in Wyoming and earned his terminal degree at the University of Wyoming. His educational career has spanned PK – 12 education and he now serves as a leader at the University of South Dakota.
- Tom Oster coordinates a rural Chiefs network that brings statewide educational leaders together to discuss issues of interest to rural states. This connection will assist DEC in the recruitment of Wyoming's next Chief School Officer.
- Don Kirkegaard has extensive experience as a State Board of Education member. His expertise as a Board member will be beneficial as the Wyoming State Board provides input into the selection process of its next leader.
- John Pedersen has maintained a vibrant network of Executive Directors in regional states surrounding Wyoming. This network will provide key contacts that will be accessed during the recruitment phase of the application process.
- DEC members enjoy enduring relationships with major organizations that include CCSSO, ECS, AASA, AACTE, NCA and NCATE.

Our Consultants

Name and Position	Contact Information
Rick Melmer Principal Contact Lead Consultant	2805 W. Bitterroot St. Sioux Falls, South Dakota 57108 O – 605 677-5437 C – 605 202-0961 rvmelmer@gmail.com
Tom Oster Lead Consultant	608 Meadow Creek Drive Volga, SD 57071 Phone: 605-202-0172 oster.tom@osterconsulting.com
John Pedersen Senior Advisor	PO Box 1075 Pierre, South Dakota 57501 605-222-0089 john.pedersen.sd@gmail.com
Don Kirkegaard Senior Advisor	1230 Douglas Street Sturgis, SD 57785 605-347-2523 don.kirkegaard@k12.sd.us

All staff will be involved in the search and recruitment of the Director of the Wyoming Department of Education.

Consultant Resumes

Rick Melmer

2805 W. Bitterroot St.
Sioux Falls, South Dakota 57108
O – 605 677-437
C – 605 202-0961

Education:

1988-1991

University of Wyoming

Ed. D. Educational Administration

1982-1984

South Dakota State University

M.A. Elementary Administration

1975-1979

Dakota Wesleyan University

B.A. Elementary Education and Psychology

Academic Employment:

2008 – Present

Dean – School of Education

University of South Dakota

2003 – 2008

Secretary of Education

State of South Dakota

1995 – 2003

Appointed by Governor Mike Rounds, August 2003

Watertown School District 14-4, Watertown, SD

Superintendent of Schools – 4000 Students (K-12)

Lake Area Technical Institute – 1000 Students (Post Secondary)

1991 – 1995

Sioux Center Community Schools, Sioux Center, IA

Superintendent of Schools – 1000 Students

1987-1991

Laramie County school District #1, Cheyenne WY

Dildine Elementary Principal – 550 Students

1984 – 1987

Mitchell School District, Mitchell, South Dakota

Whittier Elementary School Principal – 300 students

1980 – 1984

Mitchell School District, Mitchell, South Dakota

Classroom teacher – Grades 5 – 8

1979 – 1980

Elk Point School District, Elk Point, South Dakota

Classroom teacher – Grade 5

Professional Organizations:

CCSSO (Council of Chief State School Officers)

Board of Directors 2004 – 2008

President - 2008

McRel Board of Directors 2003 - 2008

Education Commission of the States (ECS)

NCATE (National Council of Accreditation for Teacher Education)

Presidential Search Committee member

Professional Training:

Selected Researchers Inc. (SRI) Teacher Perceiver

Selected Researchers Inc. (SRI) Administrator Perceiver

Dale Carnegie Human Relations Training

Teacher Expectations and Student Achievement (TESA)

Franklin – Covey Certified Trainer – Time Management

Graduate Instructor:

Public School District Administration

University of South Dakota, 2005

Introduction to the Superintendency

University of Sioux Falls, 2000, 2002, 2004

Intergovernmental Relationships

University of Sioux Falls – 2003, 2005

Human Relations

Morningside College – 1994, 1995, 1997, 1998, 1999

Evaluator Approval Training – Level II

Iowa Area Education Agency 4 – 1994-1995

Administration and Operations of Elementary Administration

South Dakota State University – 1985 & 1986

Professional Honors:

Dakota Wesleyan University

Outstanding Young Alumnus – 1992

Outstanding Educator - 2007

Sioux Center Chamber of Commerce

Commerce Citizen Award – 1993-1994

Professional Accomplishments:

Watertown School District 1996-2003

Initiated Learning Without Limits Technology Initiative

Introduced Junior Kindergarten Program

Introduced Junior Achievement and Adopt-a-School Programs

Initiated Arrow Education Foundation

State of South Dakota 2003 – 2008

Education Service Assessment (ESA's) 2004

2010 Education Initiative (2010E) 2005

Classroom Connections Program – 2005

GEAR UP Program – 2006

South Dakota Virtual School – 2007

Compulsory attendance to 18 – 2009

State Aid Task Force – 2008

South Dakota Counts – 2008

South Dakota Reads – 2002

Graduation Requirements – 2006

State Library Transition Plan – 2007

Teacher Compensation Assistance Program (TCAP) – 2007

End of Course Exams – 2007

Career and Technical Education Initiatives

- CTE Grants - \$1.5 million
- High Schools that Work

University of South Dakota

Bush Foundation Grant – Teacher Education Redesign - \$4 million

GO TEACH GRANT – USDOE - \$2.5 million

Speaking / Training Opportunities:

Led Strategic Planning efforts

Sioux Center, Iowa – 1992

Watertown, South Dakota – 1996

Canton Community Education – 2000

Watertown School District – 2001

Dakota Wesleyan University - 2004

Ninth Avenue Methodist Church, Watertown, SD - 2001

Canton School District – 2003

Commencement Speaker – University of Sioux Falls, May, 2001

Commencement Speaker – University of South Dakota,

December, 2004

Speaker at state conference:

South Dakota Association of Elementary Principals

South Dakota Association of School Business Officials

South Dakota Counselors Association

NCLB Congressional Testimony – 2007

Speaker – National Teacher of the Year Conference– 2009–2012

Publications: **Book Reviews – Journal of Educational Research**

Glenn. C. (2011). Contrasting Models of State and School
Farber. K. (2010). Why Great Teachers Quit: And How We Might Stop the Exodus
Lortie. D.C. (2009). School Principal: Managing in Public

Church Involvement:

Member – Grace Baptist Church – 2010 - Present
Member – Grand Avenue Wesleyan Church – 2005 - 2008
Member – Cornerstone United Methodist Church - 1996 – 2003
Pastor Parish Relations Committee – 1997-1999, Chairman – 1998
Adult Sunday School Instructor - 1997 – 2003
AWANA Youth Instructor - 1996 – 2002
Fellowship of Christian Athletes – 1996 to present
Fellowship of Christian Athletes – State Board member – 2008 -

Present

Community Involvement:

Vermillion Rotary Club – 2008 - Present
Watertown Rotary Club - 1995 – 2003
Watertown Community Foundation - 1995 – 2003
Watertown Community Foundation President - 2001and 2002
Watertown Chamber Board of Directors - 1997 – 2000
Watertown Rec Center Board of Directors - 1995 – 2003

State Involvement:

2003-Present

Member – South Dakota Education Task Force - 2000–2002
Member – South Dakota Junior Achievement Board of Directors -

2011 –2012

Chair – South Dakota Next Generation Accountability Task Force –

Chair – South Dakota Teacher Evaluation Work Group – 2012
Chair – South Dakota Principal Evaluation Work Group - 2012

Family:

Wife – Valerie
Children
Tara – Teacher – Baltic School District
Megan – Nurse – Kansas City Regional Hospital
Sean – Student – Dakota State University (Student Teacher)

THOMAS JOHN OSTER

608 Meadow Creek Drive • Volga, SD 57071 • 605-202-0172 • tom.oster@osterconsulting.com

EDUCATION

University of South Dakota, Vermillion, South Dakota
Specialist Degree in Education, December 1996

Northern State University, Aberdeen, South Dakota
Masters of Science in Administration, August 1990

Northern State University, Aberdeen, South Dakota
Bachelors of Science in Education, May 1984
Major: Social Science and Physical Education
Minors: Political Science, Coaching

PROFESSIONAL EXPERIENCE

Superintendent, Sioux Valley School District, Volga, SD July 2011-current

Dakota Education Consulting, January 2011- current

Education Consultant, Chief Council of School States Officers, Washington DC,
January 2011- current

Secretary of Education, State of South Dakota, Pierre, SD, November 2008-January 2011

Superintendent, Avon School District, Avon, SD, August 1999-November 2008

Secondary Principal, Avon High School, Avon, SD, August 1991-July 1999

Secondary Teacher, Frederick High School, Frederick, SD, August 1984-May 1991.
Social Science and Physical Education, Government, History, Geography, Psychology,
Sociology, Civics and Health

Coaching, Head Football, Assistant Basketball, Head Track and Golf

CAREER ACCOMPLISHMENTS

Sioux Valley School District

Balanced a budget that was deficit spending at a 9% rate; refinanced bonds and acquired additional QZAB interest free bonds; upgraded integrated technology; complete update of district policy manual; planning for a gutting of a 1925 school building and converting to a performing arts center with a 425 seat professional theater

Education Consultant

Working for the Council of Chief State School Officers (CCSSO) to lead a group of 18 rural states on issues that are germane specifically to less populated states; this work includes organizing and developing an agenda for the rural chief state school officer conferences

Working for Dakota Education Consulting (partner), providing search services for superintendents, chief executives and division directors

South Dakota Department of Education

Managerial and fiscal oversight

Oversaw staff of 130 people and \$660 million budget, which included state and federal funds. Ensured fiscal stability during challenging economic times. Developed department-wide strategic plan.

Long-range planning

Created system-wide three-phase facilities upgrade plan for the state's four Technical Institutes. Aggressively pursued and secured funding by accessing \$30 million in bonds.

National leadership

Initiated a group of Chief State School Officers to advocate at the federal level for policies that recognize the unique needs of small, rural states. Resulted in ongoing communication with representatives from U.S. Department of Education.

Rigorous high school graduation requirements

Led the effort to adopt new high school graduation requirements that call for South Dakota students to take more math and science courses. Worked to build consensus among key stakeholder groups and effectively lobbied for legislation and rules, which took effect 2010-11 school year.

Common Core State Standards

Spearheaded the movement to adopt a set of common content standards in English and math, joining 40 other states in establishing a set of shared goals and expectations for the knowledge and skills students need in order to be college and career ready.

Teacher Standards and Evaluation

Drafted legislation to establish teaching standards and a model teacher evaluation instrument, and to require evaluation of all teaching staff in public schools. Effectively lobbied for passage of Senate Bill 24, which will result in opportunities for teachers to grow as professionals.

SDMyLife: College and career readiness initiative

Supported implementation of online academic and career planning system available to all South Dakota high school students, with the goal of better preparing students for careers in today's highly competitive economy.

Native American education

Advocated for South Dakota's Native American students by opening lines of communication with Native leaders, thereby creating opportunities for innovative approaches to educating this high-needs population.

Avon School District

Partnerships

Collaborated with Mount Marty College to expand educational opportunities for students in small, rural districts in southeastern South Dakota by developing dual-credit opportunities delivered via distance learning.

Marketing

Increased enrollment by ensuring the quality of education provided and successfully marketing to families in surrounding communities.

Fund raising

Directed building and upgrading of more than \$1 million in facilities; solicited and secured donations for a large percentage of the cost. Raised \$60,000 in six weeks for a wood floor in school gymnasium.

APPOINTMENTS AND ACTIVITIES

Invited by U.S. Secretary of Education to participate on panel at Rural Technology Summit in Washington, D.C., July 2010

Represented South Dakota and Council of Chief State School Officers on international visit to Portugal and London, June 2010

Appointed by Governor Rounds to serve on State Aid Study Task Force, 2006

Appointed by Governor Janklow to serve on Education Task Force, 2001

SPEAKING ENGAGEMENTS

Aspiring School Leaders

Avera Rural Health Conference

Christian School Association Annual Meeting

Governors Agriculture Conference

Indian Education Summit

Joint Convention/Associated School Boards & School Administrators of South Dakota

Laptop Leaders Conference

Leadership Retreat for School Administrators

South Dakota School Counselors Association Annual Meeting

Superintendents Retreat

Systems Change Conference

Wild West Leadership Conference

COMMUNITY SERVICE

Hospital Board, St. Michaels Hospital, Tyndall, South Dakota, 1995-2001
Served as Board President for two years

City Council, Avon, South Dakota, two terms, 1996-2000

County Commission, Brown County, South Dakota, 2 terms, 1986-1991
Served as Board Chairman 1988, 1989, 1990

Lions Club, Avon, South Dakota, President 1994-1995
Volga, South Dakota, member 2010-current

HONORS

South Dakota Athletic Directors Hall of Fame, 2013

President, SDIAAA, Athletic Directors Association, 2003-2004

Assistant Football Coach of the Year, 1999 and 2005

Southeast Area Principal's Association Pyramid Award Winner, 1994

Region VII Coach of the Year, SDHSFBCA, 1994

Region I Coach of the Year, SDHSFBCA, 1986

State Assistant Coach of the Year for all sports, 2006

MEMBERSHIPS

Midwest Regional Education Laboratory, Board of Directors

Council of Chief State School Officers

School Administrators of South Dakota

American Association of School Administrators

National Federation of High School Coaches Association

John E Pedersen
Box 1075
Pierre, South Dakota 57501
605-222-0089

Professional Experience

Executive Director, School Administrators of South Dakota; Pierre, SD	2007-2012
Superintendent of Schools; Pierre School District, Pierre, SD	2001-2007
Superintendent of Schools; Beresford School District, Beresford, SD	1995-2001
Superintendent of Schools; Chester School District, Chester, SD	1983-1995
Director of Personnel; Dakon, Inc.; Sioux Falls, SD	1978-1983
Superintendent of Schools; Harrisburg School District; Harrisburg, SD	1976-1978
K-9 Principal; Hamlin School District; Bryant, SD	1974-1976
7-12 Principal; Hazelton-Moffit School District; Hazelton, ND	1973-1974
High School Teacher; Montrose School District; Montrose, SD	1969-1973

Professional Education

Ed.S. Educational Administration, emphasis on the Superintendency University of South Dakota	1985-1992
M.S. Educational Administration South Dakota State University	1969-1974
B.S. Ed. Business Education and Physical Education	1964-1969

Professional Certification

South Dakota Education Certificate
Endorsements: Secondary Teacher, Secondary Principal, Business Manager,
Superintendent

Donald A Kirkegaard
 Superintendent of Schools
 Meade School District
 1230 Douglas Street
 Sturgis, SD 57785
 605-347-2523
don.kirkegaard@k12.sd.us

Professional Experience

July 1, 2011	Superintendent Meade School District Sturgis, SD 57785	(current)
July 1994 Aug. 1988	July 2011 July 1994 Superintendent 7-12 Principal Britton-Hecla School District Britton, SD 57430	(23 years)
Aug. 1981	June 1988 7-12 Teacher/Athletic Director 7-12 Principal Bristol Public School Bristol, SD 57219	(7 years)

Educational Preparation

Educational Specialist Degree (School District Administration)	University of South Dakota Vermillion, SD 57069	1994
Master's Degree (School Administration)	Northern State University Aberdeen, SD 57430	1985
Bachelor's Degree (Poli-Sci, Economics)	South Dakota State University Brookings, SD 57006	1981

Awards/Distinctions/Certifications

South Dakota State Board of Education, Member	2006 to present
South Dakota State Board of Education, President	2011 to present
AdVancEd Committee on Distant and Corporate Education Vice Chair	2008 to present
NCA Commission on Accreditation and School Improvement Executive Board Member	1992 to 2004
NCA, CASI Commission Chair	2002
NCA, President	2004
South Dakota Superintendent of the Year	2008
Professional Practice Commission for School Administrators, Governor's Task Force on Educational Funding	Past Chair
"Heart of Dakota Award' for community involvement	2007

Our References

Name	Position	Contact Information
Chris Minnich	Executive Director – Council of Chief State School Officers	minnichc@ccsso.org 202-336-7032
Dr. Melody Schopp	South Dakota Secretary of Education	melody.schopp@state.sd.us 605-773-3552
Alan Morgan	VP of Government Relations - Pearson Publishing	alan.morgan@pearson.com 505-239-9328
Dr. Andy Tompkins	President & CEO - Kansas Board of Regents	atompkins@ksbor.org 785-296-3421
Neil Fulton	Federal Judge & Former Chief of Staff – Governor Mike Rounds	neil.fulton@fd.org 605 224-0009
Diane Debacker	Kansas Secretary of Education	ddebacker@ksde.org 785-296-3202

Our Clients

- Canistota School District – Superintendent Search
- Britton-Hecla School District – Superintendent Search
- Estelline School District – Superintendent Search
- Big Stone City School District – Superintendent Search
- School Administrators of South Dakota (SASD) – Executive Director
- Platte-Geddes School District – Superintendent Search /Mentoring
- Lyman County School District – Mentoring Services
- Chamberlain School District – Mentoring Services
- South Dakota Department of Education – Two Program Directors
- Wagner School District – Superintendent Search
- Chester School District – Superintendent Search
- Stanley County School District – Superintendent Search
- Associated School Boards of South Dakota – Insurance Director
- Roncalli Catholic Schools – Superintendent Search
- Yankton School District – Superintendent Search
- Viborg-Hurley School District – Superintendent Search
- Sibley-Ocheyden School District - Superintendent Search
- Rock Valley School District - Superintendent Search
- Sioux Valley School District - Superintendent Search
and Mediation Services
- Alta-Aurelia School District - Superintendent Search
- Hartley-Melvin-Sanborn School District - Superintendent Search
- Strategic Planning Services
 - Hill City School District
 - Garretson School District
 - West Sioux School District
 - Vermillion School District
 - Belle Fourche School District

Professional Service Fees

Cost Summary

Item	Description	Cost
Executive Search	As outlined in proposal (Method of payment TBD)	\$19,500
Additional Expenses	Reimbursable upon submission	Cost Estimates
Air Travel	Rock Springs – 1 consultant Cheyenne – 3 trips X 2 consultants	\$5000
Mileage (56.5 cents/mile)	Mileage to airport	\$500
Car Rental (if needed)	Dependent on travel required	\$500
Lodging	Two consultants x five nights	\$1750
Advertising / Media	Client will pay costs related to advertising the position. DEC will arrange on free sites.	
Candidate interviews	Client will assume costs for the interview sessions, travel costs for candidates, site visits (if conducted)	
Printing /Business Costs	Client will cover or reimburse for all associated printing, copying, and postage/mailing costs.	
Totals		\$27,250+

Search Guarantee

In the event the board of education chooses not to hire any of the interviewed candidates, DEC will resume the search process at no additional charge.

Dakota Education Consulting

Dakota Educational Consulting Services

Supporting Excellence in Educational Leadership



CONSULTANT SERVICES PROVIDED

- ♦ Superintendent Search Services
- ♦ Strategic Planning Services
- ♦ Mentoring Services
- ♦ Negotiations
- ♦ Consultation
- ♦ Facility Management and Improvement
- ♦ Budget Construction and Development
- ♦ Leadership Development

Experience

DEC offers over 60 years of combined education experience specializing in:

Education Leadership
District Leadership
District Administration
School Finance
School Policy
Key Note Speaking





Dakota Educational Consulting pledges to provide excellence in consulting services and specializes in supporting leadership and education for PK-12 School Districts, Boards of Education, and other stakeholders and organizations in South Dakota.

Testimonials

We received all the help we needed from start to finish...

Rick and Tom have great contacts, know the business...

Very pleased with the services provided by Dakota Education Consulting for both our searches...

DEC was an outstanding investment for our school...

The greatest benefit was the inside knowledge that Rick and Tom had of many candidates...

They had an excellent feel of what we wanted and used that to guide the selection...

They are extremely enjoyable to work with along with being very efficient...

I would highly recommend Dakota Education Consulting...

It was a very fair and effective process that was tailored to the needs of our district...

Dakota Education Consulting's knowledge of the candidates and people in the industry was invaluable...

Rick Melmer
605-202-0961
rvmelmer@gmail.com

Thomas J. Oster
605-202-0172
tom.oster@osterconsulting.com

Website: <http://www.dakotaedconsulting.org>



COPY

***A Proposal for the
Selection of Director of the Department of
Education***

RFP No. 0249-W

Presented To:



Submitted By:

Ray and Associates, Inc.

**CORPORATE OFFICE
4403 1ST AVENUE SE, SUITE 407
CEDAR RAPIDS, IOWA 52402-3221
PHONE: 319-393-3115
FAX: 319-393-4931
E-mail: glr@rayassoc.com
Website: www.rayassoc.com**

**WESTERN OFFICE
12403 N. ROSS CREEK DR.
DEER MOUNTAIN, UTAH 84036
PHONE: 319-393-3115
FAX: 319-393-4931
E-mail: glr@rayassoc.com
Website: www.rayassoc.com**

VERIFICATION SHEET

1. BY SUBMISSION OF A PROPOSAL, THE PROPOSER CERTIFIES:

- 1.1 Prices in this proposal have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition.
- 1.2 No attempt has been made nor will be by the proposer to induce any other person or firm to submit a proposal for the purpose of restricting competition.
- 1.3 The person signing this proposal certifies that he/she is authorized to represent the company and is legally responsible for the decision as to the price and supporting documentation provided as a result of this advertisement.
- 1.4 Proposer will comply with all Federal regulations, policies, guidelines and requirements.
- 1.5 Prices in this proposal have not been knowingly disclosed by the proposer and will not be prior to award to any other proposer.

2. GENERAL INFORMATION:

Proposer Name Ray and Associates, Inc. Phone () 319-393-3115

FAX () 319-393-4931

Mailing Address 4403 1st Ave. SE, Suite 407,
Cedar Rapids, IA 52402

Email Address glr@rayassoc.com

City Cedar Rapids State Iowa Zip 52402

Employer Identification Number 42-1165911

3. OWNERSHIP AND CONTROL:

Proposer's Legal Structure:

☐ Sole Proprietorship

☐ General Partnership

☒ Corporation

☐ Limited Partnership

☐ Limited Liability

☐ Other _____

If Proposer is a sole proprietorship, list:

Owner Name _____ Phone () _____

Mailing Address _____

City _____ State _____

Zip _____

Employer Identification Number _____

Beginning date as owner of sole proprietorship _____

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

Gary L. Ray _____ President _____

VERIFICATION

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.



(Signature)

Gary L. Ray, President
(Name and Title) (Typed or Printed)

2/26/13
(Date)

Executive Plaza Building
4403 First Avenue SE, Ste 407
Cedar Rapids, IA 52402

Phone: 319-393-3115
Fax: 319-393-4931
Email: glr@rayassoc.com
Website: www.rayassoc.com

Ray and Associates, Inc.

Leaders in Executive Searches

February 26, 2013

Wyoming Department of Education
ATTN: Mr. Ron Micheli, Chariman
700 West 21st Street
Cheyenne, Wyoming 82002

Dear Mr. Micheli and members of the State Board of Education:

This letter is in response to your request regarding the need for our services to assist you in the search for a new director. We are confident the state board will be quite pleased with the services we can provide.

As I'm sure you are aware, the selection of director will be one of the most important tasks your board will perform. The board's success in the search process will affect your state department's education program for years to come. It is extremely important to find the "right fit" for the department. We are currently conducting the state superintendent of public instruction search for the Ohio Department of Education and previously assisted the Florida Department of Education and Rhode Island Department of Education with their commissioner of education searches. Our firm recently assisted the Oregon School Boards Association with their executive director search and has also conducted educational leadership searches for the Iowa Board of Educational Examiners, Arizona School Boards Association, Broward County Schools, Florida; Santa Clara County Office of Education, California and Milwaukee Public Schools, Wisconsin to name a few.

We are a national search firm that is uniquely equipped to assist you in the selection of a director who meets your particular needs and qualifications. We will not only advertise, but also actively recruit potential candidates that will meet the criteria established by your board, including women and minorities. Most other consultants do not seek out candidates for a position as we do for our clients. With our extensive national associate base, Ray and Associates, Inc. will be able to recruit quality candidates from around the country as well as within the state. We have often found excellent in-state candidates, who would not otherwise have applied for the position due to a possible conflict of interest with a state or local firm. Our professional, objective procedures allow us to attract, process, and screen the most successful candidates for a director position. You will also find our system is flexible, which allows us to customize the search to meet the desires of the state board.

Our firm has exhibited at the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) for over thirty-seven years. This year the firm will exhibit and present at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients.

It is our goal to make the selection process professional, efficient, and successful to assure your complete satisfaction with our services. It is quite common for a board to be concerned about the quality of candidates who might be available in today's market. Outstanding administrators will need to be recruited regardless of the time of year or the position needs to be filled because many of these leaders already have good jobs. We feel that our firm can be very successful in attracting candidates that will meet or exceed your expectations. With a consulting firm of over one hundred sixty (160) associates located nationwide, Ray and Associates, Inc. has been able to develop the most comprehensive pool of candidates of any executive search firm in the country. Our reputation for success is built upon providing our clients precisely the type of candidate that satisfies not only the board, but the community and faculty as well.

Ray and Associates, Inc. strives to provide the best match possible based on what we learn in our extensive interaction with the state board and key players in the search. It is our desire to activate our network on your behalf to locate individuals that can effectively assume the director of the department of education in your state.

We welcome the opportunity to make a presentation of our services on March 11th. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gary L. Ray", is written over the typed name and title.

Gary L. Ray
President

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INTRODUCTION

THE SEARCH

This proposal is an example of the quality of our work for a state, regional and national search. Our firm is committed to spending the time and energy on the details necessary to perform a proper search. *We actively seek out and screen all candidates who are recruited during the search to identify those who are superior and who meet or exceed the qualifications set by the state board.*



Ray and Associates, Inc.

BRIEF OVERVIEW

This document is designed to demonstrate that we desire to provide you with a complete, detailed package customized to the Wyoming Department of Education in a performance contract regarding our professional services for your director search.

PERFORMANCE

We have developed highly effective procedures to assist clients, step by step, in selecting a director whose qualifications meet its criteria. This proposal outlines the detailed procedures and steps that make our searches successful. *We have been highly successful in delivering outstanding candidates in all of our searches.*

MISSION STATEMENT

Ray and Associates, Inc.

Leaders in Executive Searches

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

1. Overview/Summary of Proposal

Ray and Associates, Inc. is fully capable of meeting all the requirements of the Request for Proposal No. 0249-W. We clearly understand the search process that is necessary for a state department of education to follow to be successful. In fact, we very typically receive more fully completed applications for the clients we represent than any other search firm in the country.

We strongly believe in building an accurate profile for the position and then recruiting specifically to the criteria of that profile. This involves interviewing and surveying board members as well as any constituencies as identified by the board. Our search involves looking for candidates with the appropriate skill sets and personality traits that will be a close fit for our clients.

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university, or any other organization. This allows our firm to be objective in the search process. As a national firm, we stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large database of top candidates who are interested in new, challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. It is important, however, for our clients to know that we are not a placement service that owes any favors to potential candidates, and that we actively recruit women and minority candidates. Our professional objective is to recruit and advertise for the best candidate that meets the qualifications and characteristics of a director of the department of education as set forth by the state board. Our recruitment process is very comprehensive, here highlighted by the following steps:

- Inform all of the firm's associates of the position including profile information
- Advertise in effective media known for high readership by school leaders
- Consult our extensive database for precise matches between the department of education and candidate profiles
- Contact directly successful school leaders who are in good positions currently for them to consider the Wyoming Department of Education director position.
- Contact other organizations at state, regional and national levels regarding the position
- Actively seek out potential candidates at state and national conventions.

Once recruited, all applicants are screened from the perspective of viable match with the board's criteria. Those who emerge successfully from this screening are termed true candidates and our background research team then conducts extensive investigations on those individuals. The best of those candidates become semi-finalists and for each of them a written Candidate Report is produced for the board's review.

We have been highly successful in placing outstanding candidates in all of our searches for over thirty-seven years. We organize the interview process and offer an objective method for determining the board's top candidate by consensus. Very rapidly at this point we gain assent to the position from the lead candidate which is followed by the negotiations to finalize a mutually agreeable contract.

HISTORY AND OVERVIEW OF THE ORGANIZATION

PROFILE OF THE FIRM

Ray and Associates, Inc. is a professional organization that specializes in school executive leadership searches. The firm has been in the school executive search business since 1975 and has established an outstanding reputation. The firm has been recognized by *The School Administrator* journal as one of the top search firms in the country. Our professional consultants, including women and minorities, are persons with long-term experience in the school executive search field with extensive backgrounds as school administrators, business executives, school board members, university professors, and attorneys. All of the consultants within the firm have years of experience in the school executive search field.

Ray and Associates, Inc. is an independent and objective firm that does not accept placement fees from any candidate. We have designed a highly effective procedure that allows us to impartially assist schools in selecting the best individual for their particular needs.

In addition to our corporate office located in Cedar Rapids, Iowa, we have a national executive director, corporate director, six regional directors and over one hundred sixty (160) associates located throughout the country. Therefore, distance is not a factor to our firm when meeting with our clients.

The corporate office also maintains a full-time administrative staff to assist in the executive search business.



Our firm has exhibited and presented at the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) for the past thirty-seven (37) years. In fact, past president of the American Association of School Administrators (AASA), Dr. Don Kussmaul, is an active associate with our firm. In addition, we have exhibited at various state school board conventions, including such states as Arizona, California, Texas, Washington, Oregon, Virginia, Illinois and Iowa. We are the only search firm that invests the time and money to exhibit at national conventions which ultimately benefits our clients. We have an active working relationship with the Urban Superintendents Association of America whose former Executive Director, Don Bruno, serves as one of our associates. We also have associates who are affiliated with the Council of Great City Schools, Broad Urban Superintendents Academy, the Association of Latino Administrators and Superintendents (ALAS), National Association of Black School Educators (NABSE), as well as with other professional organizations.

Exhibiting at state and national conventions allows the firm to meet and recruit outstanding administrators for our clients. As a result, Ray and Associates has access to the most comprehensive pool of candidates of any executive search firm in the country.

It is only a matter of reality that outstanding administrators already have good jobs and need to be recruited. We are currently conducting the state superintendent of public instruction search for the Ohio Department of Education and previously assisted the Florida Department of Education and Rhode Island Department of Education with their commissioner of education searches. Our firm recently assisted the Oregon School Boards Association with their executive director search and has also conducted educational leadership searches for the Iowa Board of Educational Examiners, Arizona School Boards Association, Broward County Schools, Florida; Santa Clara County Office of Education, California and Milwaukee Public Schools, Wisconsin to name a few. Our network and recruiting efforts are second to none. We bring a wealth of experience and knowledge upon our goal to make the selection process professional, efficient, and successful so we can state, without reservation, that you will be quite pleased with our services.

2. Staffing Plan



THE TEAM

Ray and Associates, Inc. is a professional organization which specializes in the field of educational leadership searches. We are uniquely equipped to assist you in the selection of a director who meets the particular needs and qualifications of the Wyoming Department of Education. We have:

1. Highly trained and experienced staff that includes:
 - *Active school administrative leaders*
 - *A balance of gender and minority representatives*
2. Expertise and extensive background in:
 - *The school superintendency*
 - *School administration at all levels*
 - *Private business, higher education and law*
3. Experienced speakers at state, regional, and national conferences.
4. Conducted workshops and seminars in school related matters such as:
 - *Building the successful board/administrator relationship*
 - *Establishing an evaluation process that yields results*
 - *Interviewing for a superintendent position*
 - *What boards should consider when selecting a superintendent*
 - *School district assessment*
 - *Effective hiring practices*
 - *Staff and organizational development*
 - *Recruiting, selecting, and retaining excellent teachers*
 - *Enhancing school climate by shared decision making/dealing with special interest groups*
 - *Developing the administrator compensation package or contract*

KEY ASSOCIATES FOR THE PROJECT

The following principal/project coordinators will be actively involved in working department of education. The associates listed will be assisting in recruitment, screening, and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for the Wyoming Department of Education. In addition, we have professional contacts throughout Western region and nationally. The following is only a partial list of associates who will be involved in the recruitment and screening of candidates. The firm will actually involve many more associates for the project.

Mr. Gary L. Ray, President
Principal Contact/Project Coordinator

Cedar Rapids, IA

Gary is president of Ray and Associates, Inc. He supervises and oversees all searches conducted by the firm and will directly interact with the Wyoming Department of Education and any committee that may be established on all details of this search. Mr. Ray is a former school administrator with an advanced degree who has worked with hundreds of school boards over the past thirty-seven years.

Dr. Bill Newman

National Executive Director

Mountain Home, AR

Bill serves our firm as the National Executive Director and assists the president with all aspects of our executive searches. He also assigns all background investigative work on candidates and supervises the teams work. He has an earned Ph.D., is a former superintendent of schools and is a retired military veteran. Dr. Newman has worked with Ray and Associates, Inc. for over 12 years.

Mr. Ryan Ray

Corporate Director

Cedar Rapids, IA

Ryan serves our firm as a corporate director and assists the president with all aspects of our executive searches. He also assigns all background investigative work on candidates and supervises the teams work. He has an earned master's degree from Lindenwood University in St. Louis and a bachelor's degree from the University of Missouri in Columbia, Missouri. Mr. Ray has worked with Ray and Associates for over 10 years.

Dr. Jack Keegan

Regional Search Director

Deer Mountain, UT

Jack serves our firm as a regional search director and will monitor and direct search team efforts as well as recruit and screen candidates. Dr. Keegan has over 30 years of experience in the field of education. He has served as superintendent, associate superintendent, director and supervisor in large districts in the states of Oregon, Utah, Georgia and South Dakota. He has an Ed.D. in school administration from the University of Denver.

Dr. Bill Adams

Regional Search Director

Manahawkin, NJ

Bill serves our firm as a regional search director and will monitor and direct team efforts as well as recruit and screen candidates. Dr. Adams has an earned doctorate from Rutgers University and was a superintendent in New Jersey for 35 years until retiring in 2008. He has worked with Ray and Associates for over 6 years.

2. Staffing Plan – cont.

Ms. Anita Johnson

Regional Search Director
Laguna Niguel, CA

Anita serves our firm as a regional search associate, team member and background investigator and as such performs recruiting and screening of candidates. She has served as the Executive Director of the National Center for Education Research & Technology, a national superintendents group, for the over ten years. Anita Johnson has over twenty-five years of public personnel experience with emphasis on executive search, recruitment and selection, organizational development, and classification and compensation analysis.

OTHER STAFF ASSOCIATED WITH THE PROJECT

Dr. Roy Baker
Lincoln, NE
Dr. James R. Oglesby
Fairfax, VA
Mr. Al Johnson
Atlanta, GA
Mr. Ricardo Medina
Bridgeport, MI
Ms. Toni Cordova
San Francisco, CA
Mr. Don Long
Hendersonville, TN
Dr. Frances Stromsland
Watchung, NJ
Dr. Tom Morgan
St. Louis, MO
Dr. Gary Emanuel
Flagstaff, AZ
Ms. Nilsa Gonzalez
Mount Laurel, NJ
Mr. Jim Mabbott
Beaverton, OR
Dr. Jim Shoemake
Tacoma, WA
Dr. Walt Warfield
Clearwater, FL
Dr. Karen Stinson
Platteville, WI

Dr. Virginia Moon
Omaha, NE
Dr. Don Kussmaul
East Dubuque, IL
Dr. James Davis
Plano, TX
Mr. Ed Rastovski
Wahoo, NE
Dr. Linda Brock
Fort Dodge, IA
Dr. Richard Christie
Council Bluffs, IA
Dr. Mary Fasbender
St. Charles, IL
Ms. Anita Johnson
Laguna Niguel, CA
Dr. Joe Joyner
St. Augustine, FL
Dr. Bill Adams
Manahawkin, NJ
Mr. Mike Ford
Palmyra, NY
Mr. Noel Gallo
Oakland, CA
Dr. Jon Rednak
Mt. Joy, PA
Dr. Diane Reed
Pittsford, NY

Other associates throughout the country will be actively recruiting, screening, and investigating finalist candidates.

VITA FOR

GARY L. RAY

President, Ray and Associates, Inc.

Executive Plaza Building
4403 1st Avenue S.E., Suite 407
Cedar Rapids, Iowa 52402-3221
319/393-3115 (Work)

EDUCATIONAL BACKGROUND

<u>Degree</u>	<u>University</u>	<u>Date</u>	<u>Field of Study</u>
Ed.S.	Iowa State University Ames, Iowa	1972	School Administration
M.A.E.d.	Northeast Missouri State University Kirksville, Missouri	1970	School Administration
B.S.E.	Northeast Missouri State University Kirksville, Missouri	1969	Health and Physical Education/English

PROFESSIONAL TRAINING

A frequent presenter at various national and state conventions. Some of the topics presented have been as follows:

- ◆ Shortage of School Administrators
- ◆ Confronting School Crime and Violence
- ◆ School District Assessment
- ◆ Effective Hiring Practices
- ◆ Strategic Planning
- ◆ Recruiting, Selecting and Retaining Excellent Teachers
- ◆ Infusing Technology in Schools
- ◆ Board and Administrative Roles and Responsibilities
- ◆ A Simplified Approach to ADA Compliance
- ◆ Professional Advancement
- ◆ Enhancing School Climate by Shared Decision Making

2. Resumes – cont.

Vita

Gary L. Ray

President Ray and Associates, Inc.

- ◆ Dealing with Special Interest Groups
- ◆ Staff Motivation
- ◆ Improving Staff Morale
- ◆ Evaluating and Improving Administrative Performance
- ◆ Developing the Administrator Compensation Package
- ◆ The New Administrator's Workshop
- ◆ Building Public Support for Your Schools
- ◆ Professional Growth and Advancement

Distinguished Faculty Member, Broad Urban Superintendents Academy; to participate in the mentoring program for Urban Superintendents.

Has exhibited at the National School Boards Association and American Association of School Administrators for over twenty-seven years.

Has exhibited in the following states: Arizona, Florida, Illinois, Iowa, Missouri, Texas and Washington.

Published in American Association of School Administrators — Critical Issues Report, "Collective Bargaining Problems and Solutions."

PROFESSIONAL EXPERIENCE

1975 - Present	President of Ray and Associates, Inc., a national firm that specializes in human resource services, labor relations, and executive searches for school districts, cities, counties and private sector.
1973 - 1976	High School principal — Linn Mar Community School District, Marion, Iowa.
1972 - 1973	High School and Middle School principal — Colo Community School District, Colo, Iowa.
1972 - 1973	English Teacher — Lenox Community School District, Lenox, Iowa.

RÉSUMÉ

WILLIAM L. NEWMAN

Office Address

Ray and Associates, Inc.
4403 First Avenue SE, Suite 407
Cedar Rapids, Iowa 52402

Home Address

947 Windancer Circle
Mountain Home, AR 72653

Educational Preparation

Iowa State University Ames, Iowa	1994-97	Graduate	Iowa School Business Management Academy
The University of Iowa Iowa City, Iowa	1984-85, 1992	Post Doctoral Studies	Science Curriculum
The University of Iowa Iowa City, Iowa	1977	Ph.D.	Counselor Education/ School Administration
Dissertation: Factors that Affect the Decision to Refer: Conceptual Level of Teachers and Sex and Race of the Child.			
Northern Illinois University DeKalb, Illinois	1969	M.S. in Education	Counseling/Guidance
Olivet Nazarene College Bourbonnais, Illinois	1967	B.A.	English/Psychology

Educational/Professional Experience

1999 - Present	National Executive Director , Ray and Associates, Inc.
1993 - 1999	Superintendent of Schools , Mediapolis Community School District, Mediapolis, Iowa.
1986 - 1993	Superintendent of Schools , Central City Community Schools, Central City, Iowa
1987	Principal , Central City Elementary and Middle Schools, Central City, Iowa
1986	Curriculum Project Leader , Cedar Rapids Community Schools, Cedar Rapids, Iowa
1983	Principal , Summer Programs, Cedar Rapids Community Schools, Cedar Rapids, Iowa
1969 - 1985	Elementary Counselor , Cedar Rapids Community Schools, Cedar Rapids, Iowa
1967 - 1968	Teacher of Language Arts , Momence Junior High School, Momence, Illinois; <i>William L. Newman</i>

Military Experience

- 1983 – 2003 **United States Army Reserve**; Served in 73rd Combat Support Hospital; 474th and 450th Military Intelligence Detachments; Joint Reserve Intelligence Support Element, Joint Analysis Center, Molesworth, England, UK. (Retired November 2003)
- 1961 – 1964 **United States Navy**; Served during Vietnam Era aboard U.S.S. Lowe (DER-325).

Professional Memberships

Distinguished Faculty Member, Broad Urban Superintendents Academy
American Association of School Administrators
School Administrators of Iowa
Association for Supervision and Curriculum Development
Iowa Association for Supervision and Curriculum Development
Parent Teacher Organization

Professional Service

Panel member/moderator at American Association of School Administrator's National Convention
President Cedar Rapids, Iowa Chapter of Phi Delta Kappa
Vice-President for Membership of Cedar Rapids, Iowa Chapter of Phi Delta Kappa
Member of Grant Wood Area Education Association Strategic Planning Team
Speaker at National Learning Disabilities Convention; La Crosse, Wisconsin
Speaker at American Personnel and Guidance Convention; Chicago, Illinois

Honors and Distinctions

Nominee for Superintendent of the Year, SE Iowa 1994 and 1999 (declined)
Phi Delta Kappa
Who's Who in American Education by National Reference Institute of Washington, D.C.
Who's Who in American Educational Leadership by American Association of School Administrators of Arlington, Virginia
Administrator of the Year for Elementary Art Programs in Iowa, 1987-88
Dean's List for Semester GPA's of 4.0

Ryan M. Ray

3285 S. Civic Green Way, Saint Charles, MO 63301

Tel: 314-495-8114 ryanray20@mac.com

EDUCATION

Master's Degree in Human Resources Management with emphasis in Business 2005
Lindenwood University, Saint Charles, Missouri

Bachelor's Degree in Business and Communications 2001
University of Missouri at Columbia, Columbia, Missouri

EXPERIENCE

Corporate Director, Ray & Associates Inc., Cedar Rapids, Iowa 2005-Present

- Integral leader of teams whose mission is to recruit superintendents and top executive administrative positions for school boards across the United States
- Leader of website production and all media related projects for Ray and Associates including a new website launched in the fall of 2007
- Direct engagement teams, and supervise up to twenty-three search associates per engagement
- Prepare confidential reports of search candidates to present to boards of education
- Train and mentor associates in recruitment of candidates and policies
- Work with diverse social /economic backgrounds within school districts and boards of education
- Develop company brochures for promotion as well as for schools seeking superintendent hires
- Participation as an exhibitor and presenter in national conventions, (AASA-American Association of School Administrators, NSBA-National School Boards Association)

KEY ACCOMPLISHMENTS

- Representation at mediation, fact-finding and impasse arbitration
- Team successfully placed 7 superintendents in recent years, for urban districts having large budgets
- List of recent placements:
 - Superintendent, DeKalb County School System, GA (Current Search)
District Budget: \$1.45 Billion
 - Superintendent, Brevard County Public Schools, FL.
District Budget: \$910.75 Million
 - Chief Executive Officer, Prince George's County Public Schools, MD
District Budget: \$1,376,818,700
 - Superintendent/CEO, Charlotte Mecklenburg Schools, NC
District Budget: \$1.2 Billion
 - Chief Financial Officer, Pittsburgh Public School District, PA
District Budget: \$531.4 Million
 - Superintendent, Ladue School District, MO
District Budget: \$43.5 Million
 - Superintendent, Lee's Summit R-7 School District, MO
District Budget: \$181 Million

2. Resumes – cont.

Mac Specialist Mentor, Apple Computer, Saint Louis, Missouri

2004-2005

- Taught classes for new Apple Computer users.
- Required to keep current on all Apple as well as PC software and hardware to advise users and employees from all platform backgrounds
- Store trainer/mentor for new employees
- Store trainer for all employees at the launch of new products
- Top sales representative at the Apple Store, St. Louis Galleria Mall
- Completed Apple CORE Training

Human Resources Manager of Three Stores, Target Corporation, St. Louis, Missouri

2002-2004

- Attended Target Business School
- Oversaw opening, remodeling and closing of three stores
- Responsible for over 100 employees

Human Resources Associate, Ray and Associates, Cedar Rapids, Iowa

1997-2001

- Telephonic interviewing of potential candidates for Superintendent/C.E.O. positions
- Recruited potential candidates nationally
- Referral follow-up and interviews
- Attended national conventions

Recruiter (Internship), McLeod USA, Cedar Rapids, Iowa

1998

- Scheduled and conducted interviews
- Hired employees in Sales/ Technology/ Management
- Referral follow-up
- Planned and scheduled job fairs on college campuses
- Organized meetings with potential clients

SKILLS

- Outstanding presenter and trainer
- Computer skills include: MS Windows and Apple Macintosh platforms. Proficient skills in MS Word, MS Excel, Word Perfect, MS Publisher, MS Excel, MS Power Point, People Soft Training, Adobe Acrobat, Adobe Image Maker, Adobe Photoshop, Final Cut Pro, Motion, Logic, Soundtrack Pro, DVD Studio, Shake, Xsan, Keynote, Pages, Garage-band, File-maker, iwork, ilife, Bento.
- Skilled with internet navigation, research, data collection and e-mail applications
- Behavioral Based Interviewing
- Languages spoken: English first language and advanced knowledge of Spanish, oral and written.

AFFILIATIONS

- SHRM, Society for Human Resources Management
- American Association of School Administrators
- National School Boards Association
- ArtLink Board Member and Technology Advisor, Saint Louis – 2007-2010
- University of Missouri Football Team, Player -1998-2001
- Big XII Football Conference University of Missouri, Two Time All-Academic Team
- Boy Scouts of America, Eagle Scout

2. Resumes – cont.

Jack Keegan

Former Business Address:

Sioux Falls Public Schools
201 E. 38th ST
Sioux Falls, SD 57105
Tel. (605) 367-7920
e-mail - KEEGANJ@SF.K12.SD.US

Home Address:

12403 N. Ross Creek Dr.
Deer Mountain, UT 84036
Tel. (6435) 333-2050
e-mail -jkeegan@allwest.net
Married with four children

Career Objective: An administrative position that will fully utilize my professional skills in program planning, directing, personnel, communications, and budget management.

Experience

SIOUX FALLS PUBLIC SCHOOLS

SIOUX FALLS, SOUTH DAKOTA

Enrollment P-12 – 21,071

Superintendent of Schools

April 1994- June 30, 2004 Responsible for the total operation of the State's largest K-12 school district. Report to a five member Board of Directors elected for three year terms. Operate pre-school programs, community education programs, and school based year round child care programs. Retired Operate the State's largest post secondary technical college.

FULTON COUNTY PUBLIC SCHOOLS

ATLANTA, GEORGIA

Enrollment K-12 - 52,340

Associate Superintendent - Instructional Services

July 1989- April 1994 Responsible for the supervision of the district's total instructional program including the 55 elementary, middle, high schools and alternative schools. Supervised the development of curriculum, special education, federal and state programs. Responsible for community and adult education. Supervised the district's data processing operations including financial and payroll systems, LAN installation and maintenance, and student accounting systems. Responsible for short and long range instructional planning.

SALT LAKE CITY PUBLIC SCHOOLS

SALT LAKE CITY, UTAH

Enrollment K-12 - 24,370

Assistant Superintendent - Curriculum and Instruction

July 1986- June 1989 Responsible for the development and implementation of curriculum within the school district. Directed the development of short and long range planning of curriculum revision and innovation. Supervised the department of curriculum planning and evaluation; special education; at risk programs, bilingual education, federal programs including Chapter I and Indian Education; educational services department including extended learning, drug and alcohol prevention, school volunteers and community education; and the instructional media department. Evaluated one-third of the district's principals.

SALEM-KEIZER PUBLIC SCHOOLS

SALEM, OREGON

Enrollment K-12 - 25,675

Director of Curriculum, Evaluation, Research, and Computer Services

July 1979- June 1986 Supervised the development and implementation of all curriculum changes and innovations. Developed district long and short range goals in each curriculum area. Planned and supervised the evaluation of educational programs. Supervised the development and implementation of district achievement tests. Supervised the design, development and implementation of district staff development activities. Developed long range plans for data processing. Supervised the daily data processing operational systems including payroll, personnel, fiscal and student management.

Supervisor of Evaluation, Research, and Computer Services

July 1978- June 1979 Developed long range plans for the evaluation of the educational programs. Conducted the district's standardized testing program. Developed district achievement tests and teacher employment tests. Developed long range data processing plans. Supervised the implementation of on-line applications in the area of student information systems, financial systems and payroll/personnel systems.

2. Resumes – cont.

Supervisor of Evaluation and Federal Programs

July 1975- Responsible for the management of federally funded programs for disadvantaged students including Title I, Bilingual Education, Indian Education, Title I Migrant and Indochinese Refugee Funds. Responsibilities included proposal development, fiscal management, staffing and approval of all expenditures at the building level. Supervised Title IV B and C programs and all grant seeking activities. Planned, organized and implemented the district's testing and evaluation activities.

Supervisor of Evaluation and Program Audit

August 1973- Conducted the district's testing program both standardized and criterion referenced.
June 1975 Developed tests in the areas of reading, math, and language arts. Developed and conducted the district's needs assessment activities to identify needed educational improvements.

UNIVERSITY OF DENVER

DENVER, COLORADO

Systems Coordinator for Title III Management Accountability Project

June 1972- Developed a PPB system to comply with the requirements of Handbook II. Developed
July 1973 performance objectives for students and administrators. Developed automated recording systems and techniques for cost effectiveness analysis of educational programs including special education.

Coordinator and Research Associate - Bureau of Educational Research

Sept. 1970- Conducted evaluation studies of the elementary education programs of Englewood Public
June 1972 Schools and Hillel Academy. Developed and automated mill levy, budget, and enrollment projection techniques. Conducted a study to develop and validate administrative services performance objectives and evaluation criteria. Coordinated activities of other graduate research assistants assigned to the Bureau of Educational Research.

ROBERT FROST JUNIOR HIGH SCHOOL

DEER PARK, NEW YORK

68-70 Teacher - Fifth and Sixth Grades

ST. ANNE'S SCHOOL

GARDEN CITY, NEW YORK

66-68 Teacher - Fifth Grade

Part-Time Experience

University of South Dakota	Taught graduate courses in Education Administration.
University of Oregon	Taught graduate courses in Educational Research and Evaluation.
University of Denver	Taught graduate courses in Budgeting and School Finance.
Belmont Learning Center Deer Park N. Y.	Learning disabilities teacher. Taught remedial reading and mathematics from elementary grades to adults.

Education

University of Denver, Denver, CO.	Ed. D. - School Administration
Long Island University, Greenvale, NY	MS - Elementary Education
Maryknoll College, Glen Ellyn, Ill.	BA - Philosophy
St. Pius X College, Uniondale, NY	AA - Liberal Arts

2. Resumes – cont.

Publications and Research Studies:

(Selected)

"The Role of High Technology in Salem Public School Classrooms, "Spectrum: Journal of School Research and Information, Arlington, Virginia: Educational Research Services, Vol. 1, No.3, Fall 1983.

"Performance Based Staff Evaluation: A Reality We Must Face, "Educational Technology, Englewood Cliffs, NJ: Educational Technology Publications, Inc. Vol. XV, No. 11, November, 1975.

"Planning-Programming-Budgeting: A Reality Not A Myth, "Input -- Research Bulletin, Denver, Colorado: School of Education, University of Denver, 1973.

"The Performance Objective -- Classroom Management Enters a New Phase, "Catalyst for Change -- Journal of the National School Development Council, Commerce, Texas: National School Development Council, Vol. 2, No. 1, Winter 1973.

"How to Evaluate an Administrator, An Alternative Solution, "Personnel News, Washington, DC: Educational Service Bureau, Inc. October, 1972.

"Accountability for Administrators: The Performance Objective. "Catalyst for Change -- Journal of the National School Development Council, Commerce, Texas: National School Development Council, Vol. 1, No. 3, Spring 1972.

The Development of Performance Objectives and Evaluation Criteria for the Administrative Service Area of a School District, Denver, Colorado: Bureau of Educational Research for the USOE, October 1972. (Also published by Eric Documents)

"The Effect of the Civil Rights Act of 1871 on the Status of Non-tenure Teachers, "Personnel News, Washington, DC: Educational Service Bureau, Inc. (Three Part Series, January, 1972 - March, 1972)

Attitude Survey of American Students Participating in a Student Abroad Program, Denver, Colorado: Bureau of Educational Research, 1971

A Study of the Pass/Fail Students at the University of Denver, Denver, Colorado: Bureau of Educational Research, 1971

A Proposal for Implementing PPBS at the University of Denver, Denver, Colorado: Bureau of Educational Research, 1971

Assessment of the Englewood Elementary School Instructional Program, Denver, Colorado: Bureau of Educational Research, 1971

Speeches:

Workforce Development Issues Presentation to the Twenty-seventh Annual Conference of Mid-America Chamber of Commerce Executives, Sioux Falls, South Dakota, May 3 – 5 2000.

The Dawning Roles of Superintendents and School Boards Speech delivered at the Leaders for Learning Conference Joint Convention of Associated School Boards of SD and School Administrators of SD, Sioux Falls, South Dakota, August 20, 1999.

Partners in Prevention: Why Schools & Law Enforcement Have a Stake in Out-of-School Time Programs Speech delivered at the Out-of-School Time Kick-Off Conference, Sponsored by the Department of Social Services – Child Care Services, Pierre, South Dakota, August 3, 1999.

When Administrators Speak About Reading Recovery, People Listen. Speech delivered at the Second Annual Regional Conference Learning Consortium at University of South Dakota, Vermillion, South Dakota, December 1996.

Gaining Support for Public Education - Doing a Better Job. Speech delivered at the Tri-State Superintendents Conference, South Sioux City, Nebraska, September 27, 1995.

Working with Shelter Providers: The Educational Needs of Homeless Students. Speech delivered to the Regional Technical Assistance Conference On Serving Homeless Students - U.S. Department Of Education - Compensatory Education Programs, Salt Lake City, Utah, February 1989.

2. Resumes – cont.

WILLIAM H. ADAMS, ED.D.

821 Gulf Pavilion Drive #203, Naples, FL 34108 | 609.471.4046 | doca1336@gmail.com
1336 Avenue A, Manahawkin, NJ 08050

OBJECTIVE

To utilize extensive leadership experience at the local, state and national level and a continuing enthusiasm and passion for the work to develop and support relevant highly effective educational options.

EDUCATION

Rutgers University, New Brunswick, NJ
Ed.D. - Doctorate of Education

Rowan University, Glassboro, NJ
M.A. – Educational Administration

Rowan University, Glassboro, NJ
B.A. – Teacher Education
Areas of Concentration: Secondary Mathematics & Science; Middle Level Pedagogy

EXPERIENCE

Superintendent of Schools 3/73 – 6/08
Salem County Vocational Technical Schools
Salem County Arts, Science and Technology Academies
Woodstown, NJ

Responsibilities & Duties: To assist the governing board in the development of policies that are focused on the core mission of a complex county education system and to provide the leadership for student achievement and success through the development of small learning communities and applied learning opportunities.

High School Principal 8/69 – 3/73
Camden County Vocational Technical Schools – Pennsauken Campus
Pennsauken, NJ

Responsibilities & Duties: Provide building level leadership and management for the implementation of a highly effective applied learning educational program.

Teacher/Coordinator/Assistant Principal 9/65 – 7/69
Lower Camden County Regional High School District – Edgewood Middle School
Atco, NJ

Responsibilities & Duties: Development and implementation of a new middle school and leadership for staff and student development.

2. Resumes – cont.

AWARDS

AASA Distinguished Service Award	2010
NJASA Designated Superintendent Emeritus	2009
National School Boards American School First Place MAGNA Award	2008
New Jersey Association of School Administrators Distinguished Service Award	2005
New Jersey Superintendent of the Year	1994
AASA James R. Kirkpatrick Legislative Award for testimony before the US Senate, House and GAO	1991
Rutgers University Graduate School of Education "Distinguished Alumni Award"	1992
Executive Educator, formerly published by the National School Boards Association, Top 100 School Administrators in North America	1988

SELECTED PRESENTATIONS AND PAPERS

"Strategic Planning Model for Future Success"

Speaker at NJASA Spring Conference,
Atlantic City, NJ - 2010

"Thinking Out of the Box: Where Education Meets Innovation"

Speaker at Urban Superintendents of America Association, Dallas,
Texas – 2007

"A Changing World Requires Changing Skills and Attitudes"

Guest Speaker at National Center for Educational Research and Technology,
Dana Point, CA – 2007

"Leadership for Effective and Productive Schools: A Reasoned Approach"

Paper presented at American Association of School Administrators,
San Diego, CA – 2006

"Strategic Vision 2000 and Beyond: How Do We Get There?"

Paper presented at American Association of School Administrators, San Francisco, CA 2000

*Numerous other presentations have been made before the National School Boards Association, the National Association of School Administrators, the Council for Exceptional Children and the Association for Career and Technical Education during the period between 1985 and 2008.

PUBLICATIONS

"State Policies for Excellence in Career and Technical Education"

A Report from the NASBE Study group on Excellence for Career and Technical Education,
Alexandria, VA 2008

"The Modern Face of Voc-Ed: Career Academies"

AASA The School Administrator, January 2006

"New Jersey Vocational Technical Schools Offer Focused Career Academy Options"

NJASA On Target, September 2005

"Reading at Risk: The State Response to the Crisis in Adolescent Literacy"

The Report of the NASBE Study Group on Middle and High School Literacy, Alexandria, VA 2005

"Most Likely to Succeed: Policymaking in Support of a Restructured High School"

2. Resumes – cont.

A Report from the NASBE Study Group on Restructuring High Schools: Rethinking the Institution, Alexandria, VA 2002

“Vision for the Year 2002”

NJASA Perspective, Volume XI, No. 2, 1995

“Five Year Technology Implementation Plan”

SCVTS, Woodstown, NJ, 1996

PROFESSIONAL ACTIVITIES

National Center for Educational Research and Technology (NCERT) – Board of Directors (2007)

AASA Corporate Advisement Team (2006)

AASA Publications Review Board (2006 – present)

American Association of School Administrators Executive Committee (1998–01 & 2004–07)

Salem County One Stop Management Team for the Cumberland/Salem Workforce Investment Act (2000 – 2008)

New Jersey Association of School Administrators

Treasurer (1994 – 1995)

Secretary (1995 – 1996)

President-Elect (1996 – 1997)

President (1997 – 1998)

AASA Legislative Corps (1990 - present)

State Advisory Council for the Gifted and Talented (1984 – 1987)

N.J. Commissioner’s Advisory Council for the Handicapped (1978 – 86), Chairperson (1978 – 1982)

EDUCATIONAL CONSULTING ACTIVITIES

Strategic Vision for 2020 Burlington County Institute for Technology 2010

EIRC Study for Cumberland County Technical Schools 2009

Ray & Associates, Cedar Rapids, IA 2006 - present

National superintendent searches and recruitment – Regional Director

Atlantic County School District Consortium, Mays Landing, NJ 2002

Study for the development of a 21st Century High School utilizing Career Academies

New Jersey Veteran’s Service Council, Trenton, NJ 1990

Study and analysis of Veteran’s Placement Programs

Burlington County, NJ Community College/New Jersey Regional Day School
at Mannington 1987

Creation, implementation, and assessment of Early Childhood Para-professional program

Radey & Fuller Associates, Cherry Hill, NJ 1984 – 1988

Development of educational specifications and technical layouts for CTE programs

US Department of Education, Title VI Grant 1982

Project A.D.V.A.N.C.E. – Nationally validated secondary program for behaviorally challenged students

NJ Council on Vocational Education, Trenton, NJ 1977

Study of New Jersey’s State Manpower Training Delivery System

Ms. Anita Johnson

Executive Director, National Center for Education Research & Technology

BIO

Ms. Anita Johnson has served as the Executive Director of the National Center for Education Research & Technology (NCERT), a national superintendents group, for over ten years.

Prior to that, Anita Johnson served as Executive Director of the Applied Technology Center for Education, a California superintendents group, for six years. Anita Johnson has over twenty-five years of public personnel experience with emphasis on executive search, recruitment and selection, organizational development, and classification and compensation analysis.

Anita served as a California school district personnel director, participated as a member of the founding committee of the California School Personnel Commissioners Association, and served as a member of the committee that founded CODESP.

Ms. Johnson began her human resources technical career as a personnel analyst for Cooperative Personnel Services (CPS), California State Personnel Board, and advanced at CPS to become the selection services supervisor for the southern California office and later served as the classification and compensation supervisor for southern California.

Anita has extensive management consulting experience for school districts, cities, community colleges, school districts, utility, special districts, and counties. Anita has extensive training in project team building and meeting facilitation and provides services as a trainer and meeting facilitator on collaborative projects involving management and employee groups.

2. References

REFERENCES

We have chosen several clients from our past and recent search list to demonstrate that we have been successful in various geographic locations.

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
Ohio Department of Education (Superintendent of Public Instruction Search)	Columbus, Ohio		Current Search	
Florida Department of Education (Commissioner Search)	Tallahassee, FL	Gary Chartrand	Board Member	Cell: 904 631 1409 gchartrand@acosta.com
Rhode Island Dept. of Education (Commissioner Search)	Providence, RI	Clark Greene	Chief of Staff	Wk: 401-222-8705 clark.greene@ride.ri.gov
Oregon School Boards Association (Executive Director Search)	Salem, Oregon	Kris Howatt	Board President	(503) 669-9255 kris.howatt@gmail.com
Arizona School Boards Association (Executive Director Search)	Phoenix, Arizona	Michael Hughes	Board President	Cell: 480-797-5043 mhughes@turnanewleaf.org
Santa Clara County Office of Education (County Superintendent Search)	San Jose, CA	Joseph DiSalvo	Board President	Cell: 408-506-0744 Hm: 408-448-2482 josephsds1@aol.com
Broward County Public Schools	Ft. Lauderdale, FL	Benjamin Williams	Board Chair	Cell: 954-801-2581 Hm: 954-583-4515 ruth.lutz@browardschools.com
Howard County Public School System	Ellicott City, MD	Brian Meshkin	Board Member	Cell: 951-719-4242 Hm: 301-725-4675. brian@brianmeshkin.com
Milwaukee Public Schools	Milwaukee, WI	Lynne Sobczak	Board Secretary	Wk: 414-475-8282 Cell: 414-217-0234 Hm: 414-545-6234 sobczala@milwaukee.k12.wi.us
Brevard Public Schools	Viera, FL	Robert Jordan	Board Chairman	Cell: 321-698-7110 Home: 321-267-8990 Robert.Jordan@genesisivii.com

This is not a complete list, and more references can be provided upon request.

3. Detailed Work Plan

CONSULTANT SERVICES PROVIDED FOR THE WYOMING DEPARTMENT OF EDUCATION THE CONSULTANT WILL:

STAGE 1 - BOARD INPUT AND PREPARATION

1. Customize the search process to meet the needs and expectations of the Wyoming Department of Education.
2. Conduct individual board member interviews to assess the board's priorities, goals and objectives to aid in the development of the criteria and qualifications for the director position.
3. Work with the state board to establish a timeline that lists each step in the search process.
4. Discuss with the board the requirements and salary range for the director position.
5. Work with the Wyoming Department of Education staff and those selected by the board in the development of an accurate informational flyer and online application form. If desired, our office staff has the experience and capability to create the promotional flyer. The printing of the flyer will be the responsibility of the department of education.
6. Provide sample letters to be used by the Wyoming Department of Education in its correspondence regarding the vacancy.

STAGE 2 - PROFILE DEVELOPMENT AND PROCESS

7. If desired, provide a proven consensus building mechanism for obtaining input from various constituencies, staff members, other stakeholders and the board. In addition, our firm has the resources to offer an online survey option. We will provide a link to the survey to post on the department of education's website. The consultants will receive and organize all input data and then report the results to the board. **Please see page 24 for additional information.**
8. Provide the board with cost saving options to minimize expenses by utilizing Skype, conference calls or gotomeetings to reduce paper copies, travel expenses and shipping costs. **Cost Saving Expense Options are listed on page 27.**
9. Develop all required forms for the application and screening process.

STAGE 3 - RECRUITING AND SCREENING

10. Conduct all aspects of the recruitment process on a statewide, regional and national basis as follows:
 - Notify all associates to actively recruit potential candidates.
 - Contact individuals in our firm's database whose interests match established criteria.
 - Actively recruit applications from qualified individuals.
 - Solicit nominations from knowledgeable people in the profession.
 - Contact other professional consultants in private and public sectors.
 - Discuss with all candidates the characteristics and the state board of education's profile and criteria for the new director position.
 - Advertise nationally in the following as selected by the board: AASA Website, Education Week Newspaper and Website, Ray and Associates Website, the Wyoming School Administrators and Wyoming School Boards Publications, Women in Higher Education, Hispanic Outlook, The School Administrator Publication, Executives Only Website and other publications selected by the board.

Please see page 25 for additional information.

3. Detailed Work Plan – cont.

STAGE 3 - RECRUITING AND SCREENING – CONTINUED

11. Develop and manage the candidate screening process. All applicants are screened from the perspective of a viable match with established criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with board expectations. Those who emerge successfully from this screening are deemed viable candidates.
12. Check references provided and conduct additional background investigation of leading candidates. Our firm interviews each viable candidate that meets board criteria and verifies their qualifications, experience and eligibility of certification. Our background research team then conducts extensive investigations on those individuals. The investigations go well beyond listed references and their current position to include contacts with state associations and various national leadership organizations. A complete check of a candidate's work history is also completed utilizing online resources such as Google, Yahoo, Bing, Facebook, Twitter and other social media sources as well as checking for blogs through candidate's local newspaper.

STAGE 4 - CANDIDATE PRESENTATION

13. Provide the state board with a detailed written Candidate Report of each of the leading semi-finalist candidates who meet the qualifications selected by the board.
14. Provide an impartial and objective consensus building matrix instrument developed by Ray and Associates to assist the board in determining the finalists for an interview. *We have been extremely effective working with boards who are divided on issues and candidates.*
15. Assist the board in establishing the interview format and in developing interview questions.
16. Determine and coordinate constituent and staff involvement in the interview process, if desired by the board. **Please see page 24 for additional information.**
17. Help arrange the details of interviews for leading candidates.
18. Coordinate with the Wyoming Department of Education Business Office the procedure for reimbursement of candidates' expenses.

STAGE 5 - SELECTION OF FINALIST AND FUTURE PLANNING

19. Assist department of education legal staff in negotiating the contract with the successful candidate at no additional cost.
20. After the appointment, dispose of the files and send appropriate communications to the candidates not interviewed by the board.
21. Assist the district in preparing a press release, upon request, announcing the appointment of the new director.

The director search services and process provided above can be adjusted to meet the specific needs of the Wyoming Department of Education.

CONFIDENTIALITY

The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. *The firm will preserve the confidential nature of any information which becomes available to the firm resulting from the services rendered to the board.*

As our client, you also need to maintain the confidentiality of information provided by Ray and Associates, Inc.

3. Detailed Work Plan – cont.

WYOMING DEPARTMENT OF EDUCATION DIRECTOR SEARCH **SUGGESTED** PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation	_____	Consultant planning meeting with the state board and individual board member interviews. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	_____	Begin preparing information for the promotional flyer and online application form with the department liaison representative(s).
	_____	Notify all associates and other professional contacts of vacancy.
	_____	Contact constituents and stakeholders for input meetings on _____.
Stage 2 Profile Development & Process	_____	Online survey link, for input on developing the profile, available on department of education website from _____ to _____.
	_____	Meetings with constituent and stakeholder group representatives.
	_____	8 a.m. deadline for survey/input from constituents, stakeholders and board members, including online survey.
	_____	Promotional flyer draft due.
Stage 3 Recruiting & Screening	_____	State board to finalize director profile for the promotional flyer and online application form. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	_____	Print promotional flyer. Forward to consultant.
	_____	E-mail promotional flyer and online application instructions to interested candidates.
	_____	Deadline for all application materials. (*See note below.)
Stage 4 Candidate Presentation	_____	Consultant develops and finalizes interview questions and procedures with the board. Semi-finalists are presented to the board and consultant assists the board in selecting finalists for the interviews. If desired by the board, consultant will meet with constituents and staff interview group(s) to discuss their roles. (Time: TBD)
	_____	Interview semi-finalist candidates (1 st round).
	_____	Meeting with consultant following the last interview. (Time: TBD)
Stage 5 Selection of Finalist & Future Planning	_____	Interview finalist candidates (2 nd round).
	_____	Final meeting with consultant following the last interview. (Time: TBD) (option to conduct via Skype, conference call or gotomeetings.com)
	_____	Optional on-site visit of leading candidate(s) current place of employment by board members.
	_____	Consultant will discuss contract terms with the finalist.
	_____	Offer the contract.
	_____	Press release of new director.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

(Actual dates to be determined in the first meeting with the State Board of Education.)

BUILDING THE PROFILE

Ray and Associates, Inc. firmly believes in stakeholder, parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. We are eager to interview each board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the board. Our firm also offers the opportunity for the community, staff and parents to participate in an evening forum that is organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new director. The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, for those stakeholders unable to attend scheduled meetings, our firm offer's an online survey option, available in various languages. We will provide you with a link to place on the department of education website for patrons to fill out the survey and provide any additional comments/recommendations. Our office will maintain, collect and analyze all information received and include this in the report to the board.

Our process consists of Q and A sessions and the administration of our own 33 Desirable Characteristics Survey. This is culminated in an open meeting report to the board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the board. At the encouragement of the consultants, many survey respondents will provide additional comments to the board which are presented as a part of this report. Our dialogue with constituents and interviews with individual board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

INTERVIEW PROCESS – COMMUNITY INPUT

Boards that have chosen the option to involve the public and employees during the interview phase of the search have found that we have been very effective in organizing this part of the process. Serious candidates who submit to being interviewed by personnel other than the board itself are prepared for this by our consultants. Likewise, we meet with any groups, who are to have direct contact with the candidate, to explain their roles and to ensure that they operate as ambassadors for the department of education. We explain in detail the limits of their roles – that they should not rank the candidates, nor should they ask any questions of personal/illegal nature. Participants in these groups are requested to complete a "Candidate Impressions" form that is duplicated for each board member's review.

It is also requested by some of our client school boards that the top two (sometimes three) finalists are brought back to the department of education for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

RECRUITMENT

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university or any other organization. This allows our firm to be extremely objective in the search process. We stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large pre-screened database of top candidates who are interested in new and challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. However, it is important for our clients to know we are not a placement service that owes any favors to prospective candidates. Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a director as set forth by the state board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Inform the firm's 160 associates of the position and seek recommendations
- Advertise in local, regional and national venues known for high readership by school leaders
- Consult our extensive database for precise matches between department of education and candidate profiles
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the Wyoming Department of Education position
- Contact other organizations at state, regional and national levels regarding the position
- Proactively seek out potential candidates at state and national conventions



MONITORING THE SEARCH PROCESS - CLIENT CHECKPOINTS

The state board's role is the most important one in the search process. Although we assist you in the process by actively recruiting, identifying, and recommending qualified candidates, you alone will determine which candidate you will hire.

Our search process is set up in a manner that provides the board with a continuous monitoring capability which features clearly defined checkpoints:

Timeline	•Establish a timeline for the process
Input	•Determine the input process
Qualifications	•Set the director qualifications
Flyers	•Review and approve informational flyers and application forms
Progress Reports	•Receive regular progress reports from the consultant
Interview Process	•Approve format and questions for the interview process
Candidates	•Select candidates for final interview
On-Site Visits	•Optional on-site visits of leading candidates
Hiring	•Hire the candidate
Contract	•Determine and approve the contract
Press Release	•Approve the press release

These check points assure that you know the progress of the search and have the information to be fully informed and in control of the search.

4. Cost Summary

SEARCH COST – THE COMPLETE PROCESS

The cost of our proposal is for a complete search. The board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new director. **Our process is flexible. If the state board desires a different approach or would prefer certain options other than those provided in our proposal, we can adjust our process to meet your specific requirements.**

COST BREAKDOWN

The Consultant Fee. The base fee for the performance of the director search by the consultant as provided in this proposal will be thirty thousand dollars (\$30,000.00). If the board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The director search fee shall be paid in three (3) equal installments; the first installment is due following completion of the informational flyer and application form, the second installment is due at the mid-point of the search and the final payment is due the month that the director is officially hired by the department of education. Printing of the informational flyer and application form, advertisements, and mailing costs will be at the expense of the Wyoming Department of Education.

There is no charge by Ray and Associates for the services to assist the board in negotiating a contract with the new director and the development of the contract terms.

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, postage, fax, photocopying, shipping, color printing, long distance telephone charges, and other search related expenses will be kept to a minimum and are to be reimbursed by the department of education. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Candidate Expenses. If the department of education determines to reimburse candidates for interview expenses, expenses may include travel, lodging, and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the department of education and said expenses will be paid as they occur.

Cost Saving Expense Options. Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Skype, conference call or gotomeetings, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Skype to reduce candidate travel expenses. Once the board narrows the candidates down to two or three finalists, the finalists will interview in-person with the board.

PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the board and the consulting firm which will contain the provisions of this proposal and any modifications or changes mutually agreed by the parties.

SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with the Wyoming Department of Education. If the Wyoming Department of Education or Ray and Associates, Inc. terminate this agreement, the Wyoming Department of Education will be charged for only the work performed and expenses incurred up to the date of termination.

If the board is dissatisfied with the new director within two years from the date of employment of the director and if either party dissolves that relationship by resignation or termination within a two year period of the initial employment, the firm of Ray and Associates, Inc. will conduct a new director search at no cost to the district, except for expenses.

4. Cost Summary – cont.

ESTIMATED COST SHEET – PREPARED FOR: WYOMING DEPARTMENT OF EDUCATION

Ray and Associates, Inc. will spend as much time as needed to conduct a successful search for the Wyoming Department of Education. Please Note: Our flat fee is inclusive of all services. The only hourly rates that would apply would be for requests above and beyond this proposal and would be at the following rates:

Consultant \$100.00/hr
Administrative Asst. \$25.00/hr

Travel

Airfares	3,000.00
Hotel (if needed for stakeholder meetings)	625.00
Meals	150.00
Car Rental	300.00
Travel Subtotal	4,075.00

Telephone: (Candidate reminder calls, screening interviews, reference interviews, semi-finalist notification, finalist notifications, screening committee conference calls, etc.)..... 900.00

Faxing: 125.00

Postage: (Mailing applications, follow-up for materials still needed, letters after the search for all completed files, semi-finalist and finalist, and search team materials mailed for candidate pre-screening interview.)..... 250.00

Copies: (All materials copied for the search to the district, pre-screening materials to associates, letters to candidate, etc) (\$.17 per copy).1,100.00

Shipping: (Federal Express to the District, materials to search coordinator, candidate information after the candidates have been selected from the screening process)..... 350.00

Ray and Associates, Inc. Estimated Expense Total:6,800.00

Ray and Associates, Inc. Base Fee30,000.00

***ESTIMATED SEARCH COST**36,800.00

***Does not include estimated advertising or candidate expenses for interviews.**

All expenses are estimates, based on past experiences. The Wyoming Department of Education will be billed for only the actual expenses incurred.

Board Approved Advertising

We exhibit advertising as a separate entity because the cost is based on the Wyoming Department of Education's decisions on how extensive the need. Our associates make recommendations and the State Board of Education has the final authority on frequency and dollars spent. (*Estimated advertising averages \$3,500.00*).

Advertising fees are billed directly to the district by the advertising source and are dependent on the publications selected by the State Board of Education. Ray and Associates, Inc. does not collect a commission for placing the ads.

5. Disclosure Statement

We are not a placement service that owes any favors to prospective candidates, and we do not receive any money from potential candidates under any circumstance. This allows our firm to be extremely objective in the search process.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 12, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 12, 2013 meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State Board of Vocational Education

March 12, 2013

8:30 a.m. – 9:30 a.m.

Sweetwater School District #1 Board Room

3550 Foothill Blvd, Rock Springs

A G E N D A

1.	Call to Order – Ron Micheli Pledge of Allegiance Roll Call		Action	8:30 a.m.
2.	Approval of Agenda – Ron Micheli	Tab E	Action	
3.	Approval of Minutes – Ron Micheli Minutes from Janaury 9, 2013	Tab F	Action	
4.	CTE Welcome & Introductions- Teri Wigert	Tab G	Information	8:40 a.m.
5.	Student Performance Data & Technical Skills Assessment- Linda Scott & Guy Jackson	Tab H	Action	8:50 a.m.
6.	Closing Remarks/Questions- Teri Wigert		Information	9:20 a.m.
7.	Adjournment – Ron Micheli			9:30 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 12, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the January 9, 2013 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from January 9, 2013

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

January 9, 2013

Hathaway Building, Room 126

Cheyenne, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Joe Reichardt, Kathy Coon, Dana Mann-Tavegia, Cindy Hill, Sue Belish, Hugh Hageman, Pete Gosar, Belenda Willson, and Walt Wilcox

Members absent: Matt Garland and Scotty Ratliff

Also present: John Masters, WDE; Chelsie Bailey, WDE; Julie Magee, WDE; Deb Lindsey, WDE; Representative John Freeman, HD60; Sandy Barton; Laurel Ballard, ETS; Elysia Conner, Casper Star; Paige Fenton-Hughes, SBE Coordinator; Kathy Scheurman, WEA; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Joe Reichardt called the meeting to order at 8:31 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

Representative John Freeman addressed the Board regarding his concerns about students not enrolling in CTE courses as they were before the Hathaway scholarship. He asked the Board to do whatever they can to promote Career Technical Education in the K-12 system.

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Cindy Hill; the motion carried.

APPROVAL OF MINUTES

Minutes from the November 2, 2012, State Board of Vocational Education meeting were presented for approval.

Sue Belish moved that the minutes be approved, seconded by Cindy Hill; the motion carried.

CTE INTRODUCTIONS

Teri Wigert, WDE, introduced the Career and Technical Education team; Guy Jackson, Linda Scott, Ester Weaver, Candise Leininger and Lachelle Brant. This is the group that oversees the work done for the State Board of Vocational Education.

PERKINS STATE PLAN & BUDGET

Linda Scott reviewed with the Board information provided in the packet. The first document was a letter that would be sent to the U.S. Department of the Education, upon the Board's approval. The USDE will be looking at reauthorizing the Perkins grant within the next year and at that point, every state will have to write a new state plan. It is recommended that there is no change to this plan at this time.

The second document presented by Linda Scott was an updated budget. The WDE has not received the anticipated amount in the new budget for next year. She described the formula used to calculate the funding.

The Board is requested to take action and approve the materials to be submitted to the U.S. Department of Education. Sue Belish moved to approve the materials, seconded by Hugh Hageman; the motion carried.

SEQUESTRATION & PERKINS

Teri Wigert notified the Board that the Perkins and all federal funds sequestration cuts have been delayed two months. If Congress does not address the debt ceiling issues before March 1, 2013, there will be deep cuts all across the country in all federally funded programs. The projected cut for Perkins funds is 5.9%, when it is appropriated.

When the Board creates a new state plan, they should anticipate less funding. Teri added that we try not to alarm the school districts and the community colleges, but these cut would go into effect 2013-2014.

The Board is asked to remain thoughtful in the coming months about the reauthorization. Especially relative to: what will be the most significant work with a new law, how to prepare for less money, and new requirements. It is suggested that the State Board form a committee to guide the Wyoming Department of Education and Career and Technical Education team on the reauthorization.

Cindy Hill moved to adjourn the meeting, seconded by Sue Belish; the motion carried.

The State Board of Vocational Education adjourned at 9:20 a.m.

The next Wyoming State Board of Vocational Education meeting will be on March 13, 2013



Wyoming Department of Education

Jim Rose, Interim Director

2300 Capitol Avenue, 2nd Floor Hathaway

Cheyenne, WY 82002

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM

TO: State Board of Vocational Education

FROM: Teri Wigert, CTE State Director

RE: Information for Your Review

DATE: March 1, 2013

FOR YOUR INFORMATION

The enclosures accompanying this memo are intended to update the Board on information that was submitted to the United States Department of Education Office of Vocational and Adult Education December 31, 2012. The comprehensive report will be available in the near future and will be shared with the Board then.

The Carl D. Perkins Career and Technical Education Act of 2006 makes many requirements of the "eligible state agency" (the State Board of Vocational Education) and "local eligible agencies" (public secondary schools and community colleges). Two of those requirements are student performance and technical skill assessments which are the focus of this report.

Student Performance Data

Some preliminary 2011-2012 Perkins data facts for secondary schools and post secondary institutions are provided for your review. These data include the definitions of a CTE concentrator and a CTE participant, enrollment numbers and some disaggregations.

Technical Skills Assessments

The 2006 Perkins also called for a reporting on student achievement of technical skills via assessments that are aligned with industry recognized standards, when possible, at both the secondary and postsecondary levels. In 2007, the Department invested in the expertise of CTE content specialists by creating technical skill assessments collaboratively between secondary teachers and post-secondary educators.

We look forward to our conversation on March 12 in Rock Springs!

Career Technical Education (CTE) Secondary Data Facts for the 2011-2012 School Year

CTE Definitions:

CTE concentrator: At the secondary level, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who have completed two courses and currently enrolled in their third course.

CTE participant: At the secondary level, a **CTE participant** is defined as a secondary student who has completed one or more courses in a CTE program sequence.

CTE program sequence: Refers to classes that are part of a specific CTE pathway/program area.

Data Facts for the 2011-2012 School Year:

- Demographic information was collected from 66 secondary schools out of 42 school districts with students participating in CTE programs during the 2011-2012 school year.
- Data was collected on 4,377 total students reported as CTE concentrators during the 2011-2012 school year.
- Data was collected on 15,311 total students reported as CTE participant during the 2011-2012 school year.
- Students reported as CTE concentrators are not reported as a CTE participant.
- The total number of students enrolled in CTE was 19,688.

CTE Concentrator by Grade

Grade Level	Number of Students	Percent of Students
Seniors	1,990	45.5%
Juniors	1,620	37%
Sophomores	725	16.6%
*Freshman	42	0.9%
Total	4,377	100%

*Very few freshman students met the definition of a CTE concentrator.

CTE Concentrator by Gender

Gender	Number of Students	Percent of Students
Males	2,670	61%
Females	1,707	39%
Total	4,377	100%

CTE Participant by Gender

Gender	Number of Students	Percent of Students
Males	8,420	54.99%
Females	6,891	45.01%
Total	15,311	100%

Secondary Summary of Federal Perkins IV Indicator Results: Statewide

Indicators	Perkins IV Measurement Definitions	2011-2012 Wyoming Results	2011-2012 Proficiency Met at 90% threshold	2011-2012 Targets
(1S1)Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the PAWS reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP).	78.97%	74.52%	82.80%
(1S2)Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the PAWS math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP).	Not Met 68.78%	Not Met 70.74%	78.60%
(2S1)Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	71.11%	54.00%	60.00%
(3S1)Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) <i>or</i> other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), <i>or</i> earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	95.75%	85.50%	95.00%
(4S1)Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	94.01%	72.00%	80.00%
(5S1)Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	97.05%	85.50%	95.00%
(6S1)Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	34.88%	33.30%	37.00%
(6S2)Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Not Met 28.75%	Not Met 30.24%	33.60%

Technical Skills Assessment by Career Cluster

Career Clusters	Program Assessments	
Agriculture, Food, & Natural Resources	WY Tech Skills Assess. Developed and Implemented	1927 Students enrolled in these 3 designated Clusters
Architecture & Construction	“	
Manufacturing	“	
Hospitality & Tourism	WY Tech Skills Assess. In Development	1168 Students enrolled in these 5 designated Clusters
Business Management & Administration	“	
Finance	“	
Human Services	“	
Arts, AV Technology & Communications	“	
Transportation, Distribution & Logistics	Industry Standard Certification	736 Students enrolled in these 3 designated Clusters
Health Science	“	
Science, Technology, Engineering & Mathematics	“	
Information Technology	WyCTA Assessment	322 Students enrolled in these 5 designated Clusters
Marketing, Sales & Service	“	
Education & Training	“	
Government & Public Administration	“	(224 Students Cluster not reported)
Law, Public Safety, Corrections & Security	“	

The Carl D. Perkins Career and Technical Education Act of 2006 required each state to develop and implement technical skills assessments.

Update on Wyoming's technical skills assessment development:

- Development of assessments began in 2007-2008 and continued through 2008-2009 in the program areas of Manufacturing, Agriculture and Natural Resources and Architecture and Construction. These three career clusters comprise Wyoming's highest enrollment in CTE program areas.
- Starting in 2011-2012 school year assessments for pathways within the clusters of Manufacturing, Agriculture and Natural Resources, and Architecture and Construction were online and available as of October 2011 for testing. Students participate with online assessments in the pathways falling under these three cluster areas.

Career Technical Education (CTE) Postsecondary Data Facts for the 2011-2012 School Year

CTE Definitions:

CTE concentrator: At the postsecondary level, a **CTE concentrator** is defined as a postsecondary student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential certificate or degree.

CTE participant: At the postsecondary level, a **CTE participant** is defined as a student who has earned one or more credits in any CTE program area.

Data Facts for the 2011-2012 School Year:

- Demographic information was collected from 7 postsecondary schools with students participating in CTE programs in Wyoming during the 2011-2012 school year.
- Data was collected on 4,434 total students reported as CTE concentrators during the 2011-2012 school year.
- Data was collected on 9,900 total students reported as CTE participants during the 2011-2012 school year.
- Students reported as CTE concentrators are not reported as a CTE participant.
- The total number of students enrolled in CTE was 14,334.

CTE Concentrator by Gender

Gender	Number of Students	Percent of Students
Males	2,014	45%
Females	2,420	55%
Total	4,434	100%

CTE Participant by Gender

Gender	Number of Students	Percent of Students
Males	4,816	49%
Females	5,084	51%
Total	9,900	100%

Postsecondary Summary of Federal Perkins IV Indicator Results: Statewide

Indicators	Perkins IV Measurement Definitions	2011-2012 Wyoming Results	2011-2012 Proficiency Met at 90% threshold	2011-2012 Federal Targets
(1P1)Technical Skills Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.09%	26.10%	29.00%
(2P1)Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.09%	26.10%	29.00%
(3P1)Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	64.57%	61.20%	68.00%
(4P1)Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	85.75%	61.20%	68.00%
(5P1)Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Not Met 23.99%	Not Met 24.97%	27.75%
(5P2)Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	Not Met 12.17%	Not Met 12.37%	13.75%

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

March 10, 2013 Best Western Outlaw Inn		
6:00 pm to 7:00 pm	New Member Orientation	
7:00 pm	Dinner- TBD	
March 11, 2013 Sweetwater School District #1 Board Room 3550 Foothill Blvd, Rock Springs		
	Breakfast on Your Own	
8:00 a.m. to 8:15 a.m.	Introduction- Paige Fenton Hughes	Tab A
8:15 am to 10:15 am	HYA Hiring Firm Interview for Director Search	Tab B
10:15 am to 10:30 am	Break	
10:30 am to 12:30 pm	Dakota Education Consulting Hiring Firm Interview for Director Search	Tab C
12:30 pm to 1:15 pm	Lunch	
1:15 pm to 3:15 pm	Ray & Associates, Inc. Hiring Firm Interview for Director Search	Tab D
3:15 pm to 3:30 pm	Break	
3:30 pm to 4:15 pm	Discussions	
March 12, 2013 Sweetwater School District #1 Board Room 3550 Foothill Blvd, Rock Springs		
	Breakfast on Your Own	
8:30 am to 9:30 am	State Board of Vocational Education <ul style="list-style-type: none">• Roll Call• Pledge of Allegiance	
	• Approval of Agenda	Tab E
	• Minutes January 6, 2013	Tab F
	• Introductions & Welcome	Tab G

	<ul style="list-style-type: none"> • Student Performance Data & Technical Skills Assessment- Linda Scott & Guy Jackson • Closing Remarks & Questions 	Tab H
9:30 am to 10:15 am	State Board of Education	
	<ul style="list-style-type: none"> • Call to order • Approval of agenda 	Tab I
	<ul style="list-style-type: none"> • Minutes February 4, 2013 February 11, 2013 	Tab J
	<ul style="list-style-type: none"> • Treasurer's report 	Tab K
10:15 am to 10:30 am	Break	
10:30 am to 12:00 pm	Discussion Items:	
	<ul style="list-style-type: none"> • Statewide Accountability Update • SBE Regional Summits- Sue Belish • SBE Contracts- Cindy Hill • Board Reports and Updates Paige Fenton Hughes and WDE 	Tab L
		Tab M
		Tab N
12:00 pm to 12:30 pm	Lunch	
12:30 pm to 2:30 pm	Committee Reports:	
	<ul style="list-style-type: none"> • Supervisory Committee • Legislative Committee • Action Planning Committee 	
	Discussion on committee members and goals	
	Action Items:	
	<ul style="list-style-type: none"> • Chapter 31 Rules- Julie Magee & Shelly Andrews • Extension of ETS contract or RFP- Deb Lindsey • Hiring Firm Decision 	Tab O
		Tab P
2:30 pm to 2:45 pm	Break	
2:45 pm to 3:15 pm	Other issues, concerns, discussion, public comment:	
3:15 pm to 3:30 pm	Meeting evaluation (plus/delta or other)	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 12, 2013

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 12, 2013 State Board of Education meeting

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 12, 2013

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meetings on February 4, 2013 and February 11, 2013.

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 4, 2013
- Minutes of February 11, 2013

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____
John Masters
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

February 4, 2013

Hathaway Building, Room 126

Cheyenne, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Joe Reichardt, Kathy Coon, Dana Mann-Tavegia, Cindy Hill, Sue Belish, Hugh Hageman, Pete Gosar, Scotty Ratliff, Belenda Willson and Jim Rose

Members absent: Matt Garland and Walt Wilcox

Also present: Chelsie Bailey, WDE; Elysia Conner, Casper Star; Paige Fenton Hughes, SBE Coordinator; Kathy Scheurman, WEA; Larry McGarvin; Christine Steele, Office of the Superintendent, Sheryl Lain, Office of the Superintendent, Tom Lacock, WDE; Teri Wigert, WDE; Mary Kay Hill, Governors Office and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:15 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

OATH OF OFFICERS

Chairman, Ron Micheli, Vice Chair, Scotty Ratliff and Treasurer, Pete Gosar took the oath of officers administered by Dana Mann-Tavegia.

Cindy Hill had an appointment and left the meeting at 8:20 a.m. Christine Steele sat as proxy.

Ron Micheli introduced students from the Wyoming Family, Career and Community Leaders of America. The organization is based around family and community service. There are about 600 members in Wyoming. This March, the state convention will be held in Cheyenne and nationals will take place in Nashville, Tennessee.

ADDRESS FROM GOVERNOR MEAD

Governor Mead addressed the Board, apologized for putting them in an awkward position and thanked Jim Rose for stepping up as interim Director at his request. He asked the Board to move with urgency in finding a director for the Wyoming Department of Education. He believed that there are wonderful people in Wyoming and that there is merit in hiring Wyoming people, but is still interested in a national search. The Governor respectfully requested the Board to move on this matter and suggested finding a firm for the search. There is no set timeline for the board; finding an extraordinary person is priority one.

Also, the Governor's staff and the WDE will be available to the Board to assist in any way possible.

APPROVAL OF AGENDA

Scotty Ratliff moved to approve the agenda, seconded by Dana Mann- Tavegia; the motion carried

ENROLLED ACT 1 (SF104) DISCUSSION

Paige Fenton Hughes reviewed the main provisions of Enrolled Act 1 with the Board.

Jim Rose addressed the Board regarding his experiences over the last couple days in the WDE. He believes it isn't the WDE's job to facilitate but to support education and not intervene in the 48 school districts.

He appreciates the Board's support, looks forward to working with the WDE and will do everything he can to communicate with the Board. Scotty requests that Jim work with Paige Fenton Hughes on communication to the Board.

Cindy Hill returned to the meeting at 9:10 a.m.

DISCUSSION ON SEARCH PROCESS FOR DIRECTOR

Paige Fenton Hughes apologized that she was unable to get all the information out earlier. She discussed with CCSSO and NASBE on what other states have done in search processes. Vermont has just gone through a similar process. She refers the Board to a memo on possible considerations and reviewed a flowchart on the possible different processes.

Mary Kay Hill, from the Governor's office, assured the Board that an RFP could go out in thirty days. She also noted that the Governor will set the salary for the Director and will cover the cost for the search.

Scotty Ratliff wanted to make certain that if a firm is chosen that the firm works solely for the State Board and not the possible job candidates. The Board needs to be aware of that possibility moving forward.

Ron Micheli noted that the Board doesn't want to lose touch with Wyoming, and needs to make sure whoever is hired can come and work with Wyoming. Sue Belish suggested getting local board members, WDE staff, citizens, and districts involved in the process.

Scotty Ratliff moved the Wyoming State Board of Education hire a search firm, seconded by Joe Reichardt; the motion carried.

Cindy Hill wanted clarify that the position is called Director not called Chief State School Officer in the RFP.

Joe Reichardt moved for the Board to receive RFP information on the February 11, 2013 teleconference and that the supervisory committee act as management committee through out the search process, seconded by Dana Mann-Tavegia; the motion carried.

Paige Fenton Hughes suggested that in the next couple of Board meetings the Board work with Dr. Rose and the Department to craft a transition plan for the new Director.

DISCUSSION ON PENDING LEGISLATION

Paige Fenton Hughes, SBE Coordinator, discussed some of the pending legislation which included: Phase I and Phase II of accountability, HB244, which would require that half of the State Board of Education to be elected, and mentioned SF62, which would require a Board member to also currently serve on a district school board.

Paige invited Board members to attend the House meetings with her the following day.

Sue Belish moved that the State Board of Education oppose HB244, which would require some of the Board members to be elected, seconded by Scotty Ratliff; the motion carried.

Cindy Hill requested that the Board discuss contracts and spending on services that have not been received at the teleconference on February 11, 2013. She would be providing an independent survey and will have the document for the Monday meeting.

POSSIBLE LEGISLATIVE STUDIES

Paige Fenton Hughes reported that the Senate Education Committee met to discuss what possible legislative studies would be needed in the interim of the legislature and felt that the Board should weigh in on what studies might be needed.

Pete Gosar requested that Superintendent Hill provide him with the information on what contracts she was referring to before the Monday, February 11, 2013 meeting. Cindy Hill requested to discuss the matter with him privately.

The Board discussed possible legislative studies.

The Board determined possible legislative studies would include:

- Looking at an alternative accountability systems for alternative schools and alternative programs.
- School safety, what should it look like and what are we doing. How to get a good handle on it and not be in reaction mode.
- What is a graduate? What is the definition of a graduate? What will Wyoming citizens accept?
- A move between K-12 to post secondary in vocational education. Making a system that is seamless.

MARCH 2013 MEETING

Sue Belish requested that the Board meeting on March 12-13, 2013 be moved, she will be at the NASBE conference in D.C.

Cindy Hill moved to move the meeting to March 11-12, 2013, seconded by Joe Reichardt; the motion carried.

Ron Micheli, expressed his appreciation for the Board and their willingness to show up on such short notice.

Cindy Hill moved to adjourn the meeting, seconded by Sue Belish; the motion carried.

The State Board of Education adjourned at 11:17 a.m.

The next Board meeting is scheduled for a teleconference on February 11, 2013

DRAFT

WYOMING STATE BOARD OF EDUCATION
February 11, 2013
Teleconference

Wyoming State Board of Education members present: Dana Mann-Tavegia, Ron Micheli, Pete Gosar, Joe Reichardt, Belenda Willson, Hugh Hageman, Scotty Ratliff, Kathy Coon, Sue Belish, and Jim Rose

Members Absent: Matt Garland, Cindy Hill and Walt Wilcox

Also present: Paige Fenton Hughes, SBE Coordinator; Mary Kay Hill, Governor's Office; Chelsie Bailey, WDE; and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 3:02 p.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

Ron Micheli informed the Board that Cindy Hill would not be able to join the call.

APPROVAL OF AGENDA

Joe Reichardt moved to approve the agenda as presented, seconded by Scotty Ratliff; the motion carried.

APPROVAL OF MINUTES

Minutes from the January 9, 2013, State Board of Education meeting were presented for approval.

Dana Mann-Tavegia moved that the minutes be approved; seconded by Scotty Ratliff; the motion carried.

SUPERVISORY COMMITTEE REPORT

Sue Belish reported on behalf of the Supervisory Committee that the committee believes that Paige Fenton Hughes would be the best qualified person to do the RFP work for the Board. After reviewing Paige's current contract and its funding source, the committee concluded that Paige cannot perform these duties unless an additional contract is offered to her.

Trustee Belish moved that we offer a sole-source contract not to exceed \$10,000, based on her current hourly wage, to Paige Fenton Hughes to complete activities as

assigned by the State Board of Education, related to the search for a Director for the Department of Education. Seconded by Dana Mann-Tavegia.

Pete Gosar wanted to ensure that the Board would delineate the separate work. The Supervisory Committee will review Paige Fenton Hughes's time logs and sign off on the work

Kathy Coon inquired if the contract would include travel costs. This contract will include some travel, and the travel cost would be in addition to the contract.

The motion carried.

Jim Rose left the meeting at 3:14 p.m.

REQUEST FOR PROPOSAL

Trustee Belish announced that as a result of the meeting last week the Board assigned the Supervisory Committee to look at and provide the RFP to the Board with the help of Lori Galles from A&I. The packet included the first draft of the request for proposal. Sue reviewed the document and provided suggestions to the Board.

Sue Belish moved to approve the RFP for an executive search firm to assist the Wyoming State Board of Education with the search for the Director of the Wyoming Department of Education, seconded by Kathy Coon; the motion carried.

The Supervisory Committee will be meeting on March 5, 2013, in Casper to review the RFPs and come up with recommendations of firms to present at the March 11th meeting in Rock Springs. Sue Belish extended an offer for other members to join in that process.

LEGISLATIVE ISSUES

Paige Fenton Hughes, SBE Coordinator, reported to the Board on pending legislation in the senate and the house.

A bill to note was, House Bill 91 which would require the Board to hold five summits around the state. These summits would allow the Board the opportunity to talk about accountability, get input, and share information.

The bill requiring that half of the State Board of Education members to be elected did not pass.

STATE BOARD OF EDUCATION CONTRACTS

Scotty Ratliff wanted to make the Board aware that there was a radio talk show in which State Board of Education contracts were discussed by Superintendent Hill. He believed that the Board needed to be forthright with each other.

Ron Micheli asked that the topic of the State Board of Education contracts be tabled until the March meeting.

Dana Mann-Tavegia inquired if Cindy Hill had discussed this issue with any Board members and suggested that the State Board members ask the Superintendent to get the information to them and have an additional conference call in 10-12 days.

Ron Micheli notified the Board that the audio from the radio talk show has been requested. Mrs. Hill has assured him that the comments made were not that serious.

Pete Gosar sent the "On Point Program" to all the Board members and wanted to make sure all members received it.

Belenda Willson requested that the Board look into changing the meeting dates and times in the next meeting.

Ron Micheli thanked the Board members for sacrificing their time to be on the call.

The State Board of Education adjourned at 4:15 p.m.

The next State Board of Education meeting will be on March 11th and 12th, 2013 in Rock Springs, Wyoming.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 12, 2013

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending February 28, 2013 shows a balance of \$150,481.08

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending February 28, 2013

PREPARED BY: Chelsie Bailey
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries (0104)	0.00	0.00	0.00	0.00
Employer Paid Benefits (0105)	0.00	0.00	0.00	0.00
Supportive Services (200 series)				
Teleconference (0203.07)	2,500.00	2,241.13	0.00	258.87
Communications Direct Freight (0204.06)	4,025.00	236.19	0.00	3,788.81
Professional Development & Training (0207)	34,258.00	1,187.00	0.00	33,071.00
Advertising (0208)	2,000.00	0.00	0.00	2,000.00
State Board, In-State Travel Reimbursement (0221)	51,127.00	28,649.09	0.00	22,477.91
State Board, Out-of-State Travel Reimbursement (0222)	23,125.00	2,202.33	0.00	20,922.67
State Board, Out-of-State Travel Reimbursement (0227)	581.00	581.00	0.00	0.00
Supplies - Safety-Security-Law Enforcement (0230.24)	20.00	20.00	0.00	0.00
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	3,411.00	2,882.21	0.00	528.79
Food & Food Service Supplies (0234.00)	1,000.00	107.40	0.00	892.60
Supplies - Education & Recreational (0236)	672.00	0.00	0.00	672.00
Intangible Assets (0240)	300.00	261.61	0.00	38.39
Office, Institutional & Household Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00
Data Processing & Other Computer Equipment (0242)	5,000.00	662.55	0.00	4,337.45
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04)	500.00	240.00	0.00	260.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	2,384.00	0.00	0.00	2,384.00
Awards, Prizes (0271.0)	4,768.00	0.00	0.00	4,768.00
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	4,603.00	2,390.28	0.00	2,212.72
Professional Services (0900 series)				
Contract Services (0901)	59,571.00	7,724.13	0.00	51,846.87
TOTAL	200,045.00	49,563.92	0.00	150,481.08

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Personal Services (100 series)

DATE	DESCRIPTION	AMOUNT
<hr/>		
TOTAL		0.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Employer Paid Benefits (105)

DATE	DESCRIPTION	AMOUNT
TOTAL		0.00

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Utilities (0203)**

DATE	DESCRIPTION	AMOUNT
10-Jul-2012	Leader Technologies-Teleconference Fees	34.70
10-Aug-2012	Leader Technologies-Teleconference Charges	79.73
10-Aug-2012	Leader Technologies-Teleconference Fees	168.28
10-Aug-2012	Leader Technologies-Teleconference Fees	229.00
11-Sep-12	Leader Technologies-Teleconference Fees	50.55
11-Sep-12	Leader Technologies-Teleconference Fees	75.79
11-Sep-12	Leader Technologies-Teleconference Fees	77.22
11-Sep-12	Leader Technologies-Teleconference Fees	87.79
11-Sep-12	Leader Technologies-Teleconference Fees	117.78
9-Oct-12	Leader Technologies-Teleconference Charges	77.77
9-Oct-12	Leader Technologies-Teleconference Charges	111.51
13-Nov-12	Leader Technologies-Teleconference Charges	55.59
13-Nov-12	Leader Technologies-Teleconference Fees	57.78
13-Nov-12	Leader Technologies-Teleconference Fees	94.94
13-Nov-12	Leader Technologies-Teleconference Fees	250.00
5-Dec-12	Leader Technologies-Teleconference Fees	69.14
5-Dec-12	Leader Technologies-Teleconference Fees	104.13
17-Dec-12	Leader Technologies-Teleconference Charges	44.80
14-Jan-2013	Leader Technologies-Teleconference Charges	59.58
14-Jan-2013	Leader Technologies-Teleconference Charges	60.82
14-Jan-2013	Leader Technologies-Teleconference Charges	65.52
14-Jan-2013	Leader Technologies-Teleconference Charges	222.34
11-Feb-2013	Leader Technologies-Teleconference Charges	46.37
<hr/> TOTAL		2,241.13

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Freight & Postage (204)**

DATE	DESCRIPTION	AMOUNT
5-Jul-2012	FEDEX-Shipping-793639585360	20.24
10-Jul-2012	FEDEX-Shipping- 793601206746	8.24
10-Jul-2012	FEDEX-Shipping- 793601220956	11.52
10-Jul-2012	FEDEX-Shipping- 798531810060	12.22
10-Aug-2012	FEDEX-Shipping- 798531816609	6.57
11-Sep-12	FEDEX-Shipping- 798664559056	6.29
11-Sep-12	FEDEX-Shipping- 793833942273	7.77
11-Sep-12	FEDEX-Shipping- 793882338217	11.15
9-Oct-12	FEDEX-Shipping- 798993936819	11.25
9-Oct-12	FEDEX-Shipping- 798993995873	11.51
9-Oct-12	FEDEX-Shipping- 798993959967	11.51
9-Oct-12	FEDEX-Shipping- 798994013280	11.51
13-Nov-12	FEDEX	5.58
13-Nov-12	FEDEX 799214368321	7.22
13-Nov-12	FEDEX	11.77
5-Dec-12	FEDEX-Shipping- 793962498867	11.77
5-Dec-12	FEDEX-Shipping- 793950835116	12.86
14-Jan-2013	FEDEX-Shipping-iPad-s. Ratliff- 794185007385	19.76
11-Feb-2013	FEDEX-Shipping- 794519903682	11.53
11-Feb-2013	FEDEX-Shipping- 794520080657	12.86
11-Feb-2013	FEDEX-Shipping- 794422456366	13.06

TOTAL	236.19
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Professional Development & Training (0207)

DATE	DESCRIPTION	AMOUNT
10-Jul-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Jul-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Aug-2012	CONSTANT CONTACT.CO-Online Subscription	20.00
12-Sep-2012	MATTHEW BENDER &CO-WY Education Laws 2012	432.00
11-Feb-2013	PAYPAL *MCREL-Registration-K. Coon-SBE Member	695.00

TOTAL	1,187.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Advertising & Promotion (0208)

DATE	DESCRIPTION	AMOUNT
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TOTAL		0.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
State Board In-State Travel Reimbursement (0221)

DATE	DESCRIPTION	AMOUNT
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
25-Jul-2012	005MV8013 - Motor Pool - State Board June 2012 Billing	449.00
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
6-Aug-2012	G. Reichardt - Mileage/Torrington, WY	67.71
6-Aug-2012	G. Reichardt - Mileage/Gillette, WY	192.03
9-Aug-2012	J. Masters - M&IE/Torrington, WY	115.00
9-Aug-2012	J. Masters - Lodging/Torrington, WY	136.80
16-Aug-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Aug-2012	H. Hageman - Mileage/Torrington, WY	22.20
5-Sep-12	K. Coon - Lusk/Torrington	63.27
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
8-Oct-12	C. Bailey - M&IE/Jackson, WY	123.00
8-Oct-12	D. Mann-Tavegia - M&IE/Jackson, WY	89.00
8-Oct-12	D. Mann-Tavegia - Mileage/Jackson, WY	523.92
8-Oct-12	J. Micheli - M&IE/Jackson, WY	89.00
8-Oct-12	J. Micheli - Mileage/Jackson, WY	204.24
8-Oct-12	K. Coon - M&IE/Jackson, WY	123.00
8-Oct-12	K. Coon - Mileage/Jackson, WY	430.68
8-Oct-12	M. Williams - M&IE/Jackson, WY	84.00
8-Oct-12	P. Gosar - Mileage/Cheyenne - Jackson - Cheyenne, WY	54.39
8-Oct-12	P. Gosar - M&IE Cheyenne - Jackson - Cheyenne, WY	84.00
8-Oct-12	S. Ratliff - M&IE/Jackson, WY	89.00
8-Oct-12	S. Ratliff - Mileage/Jackson, WY	182.04
8-Oct-12	S. Belish - M&IE/Jackson, WY	123.00
8-Oct-12	S. Belish - Mileage/Jackson, WY	376.29
8-Oct-12	W. Wilcox - M&IE/Jackson, WY	89.00
8-Oct-12	W. Wilcox - Mileage/Jackson, WY	315.24
26-Oct-12	G. Reichardt - Cheyenne	77.70
26-Oct-12	K. Coon - Casper	115.44
26-Oct-12	K. Coon - Casper	139.00
26-Oct-12	K. Coon - Casper	249.48
26-Oct-12	S Belish - Casper	139.00
26-Oct-12	S Belish - Casper	179.82
26-Oct-12	S Belish - Casper	249.48
9-Nov-12	005MV8013 - Motor Pool - State Board November 2012 Billing	462.00
20-Nov-12	B. Willson - Mileage/Cody, WY - Chicago, IL - Cody, WY	93.24
20-Nov-12	G. Reichardt - Mileage/Cheyenne-Evanston-Cheyenne, WY	77.70
20-Nov-12	G. Reichardt - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	G Reichardt - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	H. Hageman - M&IE/Evanston, WY	89.50

20-Nov-12	H. Hageman - Lodging/Evanston, WY	192.24
20-Nov-12	H. Hageman - Mileage/Evanston, WY	456.21
20-Nov-12	K. Coon - M&IE/Casper-Evanston-Casper, WY	89.50
20-Nov-12	K. Coon - Mileage/Casper-Evanston-Casper, WY	115.44
20-Nov-12	K. Coon - Lodging/Casper-Evanston-Casper, WY	192.24
20-Nov-12	M. Williams - M&IE/Evanston, WY	89.50
20-Nov-12	M Williams - Lodging/Evanston, WY	192.24
20-Nov-12	P. Gosar - Mileage/Cheyenne-Evanston-Cheyenne, WY	54.39
20-Nov-12	P. Gosar - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	P. Gosar - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	S. Ratliff - M&IE/Evanston, WY	89.50
20-Nov-12	S. Ratliff - Lodging/Evanston, WY	192.24
20-Nov-12	S. Belish - M&IE/Casper, WY	104.00
20-Nov-12	S. Belish - Lodging/Casper, WY	166.32
20-Nov-12	S. Belish - Mileage/Casper, WY	179.82
20-Nov-12	W. Wilcox - M&IE/Evanston, WY	89.50
20-Nov-12	W. Wilcox - Lodging/Evanston, WY	192.24
27-Nov-12	C. Bailey - M&IE/Evanston, WY	89.50
27-Nov-12	C. Bailey Lodging/Evanston, WY	192.24
30-Nov-2012	R. Micheli - Mileage/Evanston-FtBridger-Evanston-FtBridger-Evanston	96.57
4-Dec-12	S. Belish - M&IE/Riverton-Evanston-Riverton	120.75
4-Dec-12	S. Belish - Lodging/Riverton-Evanston-Riverton	275.40
4-Dec-12	S. Belish - Mileage/Riverton-Evanston-Riverton	480.63
6-Dec-12	G. Reichardt - Mileage/Cheyenne, WY	77.70
6-Dec-12	G. Reichardt - Mileage/Casper, WY	120.99
7-Dec-12	005MV8013 Motor Pool - State Board December 2012 Billing	308.00
10-Dec-12	S. Belish - M&IE/Cheyenne, WY	207.00
10-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
10-Dec-12	S. Belish - Lodging/Cheyenne, WY	388.04
20-Dec-12	K. Coon - M&IE/Cheyenne, WY	69.00
20-Dec-12	K. Coon - Lodging/Cheyenne, WY	93.20
20-Dec-12	K. Coon - Mileage/Cheyenne, WY	155.40
20-Dec-12	S. Belish - M&IE/Cheyenne, WY	115.00
20-Dec-12	S. Belish - Lodging/Cheyenne, WY	167.86
20-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
20-Dec-12	flight Cheyenne to Jackson	1,187.50
21-Dec-12	Cheyenne to Casper and E	2,625.00
10-Jan-2013	S. Belish - M&IE/Cheyenne, WY	115.00
10-Jan-2013	S. Belish - Lodging/Cheyenne, WY	167.86
10-Jan-2013	S. Belish - Mileage/Cheyenne, WY	377.40
23-Jan-2013	B. Willson - M&IE/Cheyenne, WY	104.00
23-Jan-2013	B. Willson - Lodging/Cheyenne, WY	169.40
23-Jan-2013	B. Willson - Mileage/Cheyenne, WY	342.99
23-Jan-2013	D. Mann-Tavegia - M&IE/Cheyenne, WY	132.00
23-Jan-2013	D. Mann-Tavegia -Lodging/Cheyenne, WY	254.10
23-Jan-2013	D. Mann-Tavegia -Mileage/Cheyenne, WY	259.74
23-Jan-2013	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -M&IE/Cheyenne, WY	104.00
23-Jan-2013	G. Reichardt -Lodging/Cheyenne, WY	169.40
23-Jan-2013	H. Hageman - M&IE/Cheyenne, WY	104.00

23-Jan-2013	H. Hageman - Mileage/Cheyenne, WY	115.44
23-Jan-2013	J. Micheli - M&IE/Cheyenne, WY	104.00
23-Jan-2013	J. Micheli - Mileage/Cheyenne, WY	366.30
23-Jan-2013	K. Coon - M&IE/Cheyenne, WY	104.00
23-Jan-2013	K. Coon - Mileage/Cheyenne, WY	155.40
23-Jan-2013	K. Coon - Lodging/Cheyenne, WY	169.40
23-Jan-2013	P. Gosar - Mileage/Cheyenne, WY	54.39
23-Jan-2013	P. Gosar - M&IE/Cheyenne, WY	104.00
23-Jan-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
23-Jan-2013	S. Ratliff -Lodging/Cheyenne, WY	84.70
23-Jan-2013	S. Ratliff -Mileage/Cheyenne, WY	299.70
28-Jan-2013	W. Wilcox - M&IE/Cheyenne, WY	104.00
28-Jan-2013	W. Wilcox - Lodging/Cheyenne, WY	154.00
28-Jan-2013	W. Wilcox - Mileage/Cheyenne, WY	197.58
30-Jan-2013	Nov 02 flight Chey-Evanston-Casper-Chey (Reichardt, Gosar,Williams,Masters,Fenton-Hughes,Wilcox,Coon)	2,500.00
22-Feb-2013	B. Willson - M&IE/Cheyenne, WY	108.00
22-Feb-2013	B. Willson - Lodging/Cheyenne, WY	169.40
22-Feb-2013	B. Willson - Mileage/Cheyenne, WY	349.18
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	J. Micheli - M&IE/Cheyenne, WY	69.00
22-Feb-2013	J. Micheli -Lodging/Cheyenne, WY	79.20
22-Feb-2013	J. Micheli -Mileage/Cheyenne, WY	372.90
22-Feb-2013	K. Coon - M&IE/Cheyenne, WY	108.00
22-Feb-2013	K. Coon - Mileage/Cheyenne, WY	158.20
22-Feb-2013	K. Coon - Lodging/Cheyenne, WY	169.40
22-Feb-2013	P. Gosar - Mileage/Cheyenne, WY	55.37
22-Feb-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Ratliff - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Ratliff - Mileage/Cheyenne, WY	305.10
22-Feb-2013	S. Belish - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Belish - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Belish - Mileage/Cheyenne, WY	384.20
26-Feb-2013	S. Belish - M&IE/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	132.00
26-Feb-2013	S. Belish - Mileage/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	234.21
26-Feb-2013	S. Belish - Lodging/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	265.52

TOTAL	28,649.09
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****State Board Out-of-State Travel Reimbursement (0222)**

DATE	DESCRIPTION	AMOUNT
9-Oct-12	New Horizons - Agent Fee-C. Bailey	30.00
9-Oct-12	New Horizons - Agent Fee-D. Mann-Tavegia	30.00
9-Oct-12	New Horizons - Agent Fee-B. Willson	30.00
9-Oct-12	United Airlines - C. Bailey	476.10
9-Oct-12	Delta Airlines - D. Mann-Tavegia	477.20
9-Oct-12	United Airlines - B. Willson	717.60
20-Nov-12	B. Willson - Other Transportation-Taxi/Cody, WY - Chicago, IL - Cody, WY	44.00
20-Nov-12	B. Willson - M&IE/Cody, WY - Chicago, IL - Cody, WY	123.50
20-Nov-12	C. Bailey - Miscellaneous-Baggage/Chicago, IL	50.00
20-Nov-12	C. Bailey - Other Transportation-Taxi/Chicago, IL	95.43
20-Nov-12	C. Bailey - M&IE/Chicago, IL	128.50

TOTAL	2,202.33
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

State Board Out-of-State Travel Reimbursement (0227)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	B. Willson - AGENT FEE	30.00
13-Nov-12	B. Willson - UNITED AIR	551.00

TOTAL	581.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Safety-Security-Law Enforcement (0230.24)

DATE	DESCRIPTION	AMOUNT
23-Jul-2012	ID/Access Card - Paige Hughes (June 2012)	20.00
TOTAL		20.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Office Supplies, Printing (0231)

DATE	DESCRIPTION	AMOUNT
10-Jul-2012	Office Depot-Office Supplies	16.12
10-Jul-2012	Office Depot-Office Supplies	33.08
10-Jul-2012	Office Depot-Office Supplies	40.54
10-Jul-2012	Office Depot-Office Supplies	205.47
10-Aug-2012	Office Depot-Office Supplies	13.10
10-Aug-2012	Office Depot-Office Supplies	13.99
10-Aug-2012	Indoff Inc-Business Cards-P. Fenton-Hughes	15.85
10-Aug-2012	Office Depot-Office Supplies	30.30
10-Aug-2012	Amazon-Office Supplies	46.94
11-Sep-12	Office Depot-Office Supplies	1.89
11-Sep-12	Office Depot-Office Supplies	6.09
11-Sep-12	Office Depot-Office Supplies	14.15
9-Oct-12	Office Depot-Office Supplies	11.69
9-Oct-12	WY Trophy & Engraving-Name Tags/Desk Plates	36.11
9-Oct-12	Office Depot-Office Supplies	42.70
9-Oct-12	WY Trophy & Engraving-NotePads-SBoE	594.74
11-Oct-12	Buy.Com-iPad Case-SBoE	51.20
12-Oct-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	97.50
13-Nov-12	Amazon-Office Supplies	2.45
13-Nov-12	Office Depot-Office Supplies	5.03
13-Nov-12	Office Depot-Office Supplies	13.38
13-Nov-12	Office Max-Office Supplies	185.52
13-Nov-12	FEDEX OFFICE	1,173.82
14-Nov-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	6.48
5-Dec-2012	OFFICE MAX-Refund of Sales Tax Charged in Error	-8.83
14-Jan-2013	OFFICE DEPOT-Office Supplies	15.19
14-Jan-2013	OFFICE DEPOT-Office Supplies	22.22
23-Jan-2013	G. Reichardt, D. Mann-Tavegia	186.00
11-Feb-2013	OFFICE DEPOT-Office Supplies	9.49
TOTAL		2,882.21

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Supplies-Food&Food Service (0234)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	WM SUPERCENTER	41.96
11-Feb-2013	WALMART-Food SuppliesFor SBE Meeting	6.21
11-Feb-2013	WALMART-Food For SBE Meeting	59.23
TOTAL		107.40

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Educational & Recreational (0236)

DATE	DESCRIPTION	AMOUNT
		0.00

TOTAL	0.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
16-Jul-2012	Apple iTunes Store-Air Sharing Apps.-13	64.87
16-Jul-2012	Apple iTunes Store-Quickoffice Pro Apps-13	129.87
12-Sep-12	Apple iTunes Store-Scanner Pro App. For iPad	6.99
12-Sep-12	Apple iTunes Store-PFD-Notes App. For iPad-(12)-SBoE	59.88

TOTAL	261.61
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Office, Warehouse, Institutional & Household Equipment & Furnishings (0241)

DATE	DESCRIPTION	AMOUNT
14-Aug-2012	TechSmith Corporation-Camtasia Software-K. Lewis	179.00
TOTAL		179.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Data Processing & Computer Equipment (0242)

DATE	DESCRIPTION	AMOUNT
14-Aug-2012	Amazon-Apple Power Adapter	23.64
11-Oct-12	Buy.Com-Apple iPadReplacement Glass-SBoE	44.18
11-Oct-12	Amazon.Com-Mobile Scanner	195.73
14-Jan-2013	WALMART-iPad-S. Ratliff	399.00

TOTAL	662.55
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Education, Recreational & Technical Equipment (0246)

DATE	DESCRIPTION	AMOUNT
TOTAL		0.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Room & Building Rental (0251.04)

DATE	DESCRIPTION	AMOUNT
7/10/2012	Holiday Inn-Mtg Room Rental	240.00

TOTAL	240.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Equipment Rental (0252)

DATE	DESCRIPTION	AMOUNT
<hr/>		
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TOTAL		
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

DATE	DESCRIPTION	AMOUNT
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TOTAL		0.00
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Awards & Prizes (0271)

[illegible]

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Maintenance Agreements (0292)

DATE	DESCRIPTION	AMOUNT
<hr/>		
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TOTAL		0.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

A&I Telecommunications (0420 series)

DATE	DESCRIPTION	AMOUNT
18-Aug-2012	Telecommunications	630.52
26-Sep-2012	Telecommunications	237.05
1-Nov-12	Telecommunications	135.43
23-Nov-12	Telecommunications	676.53
4-Dec-12	Telecommunications	-135.43
21-Dec-12	Telecommunications	146.63
24-Jan-2013	Telecommunications	417.49
26-Feb-2013	Telecommunications	282.06

TOTAL	2,390.28
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Contract Services (0901)**

DATE	DESCRIPTION	AMOUNT
12-Jul-2012	Catering for SBoE Mtg Apr 25-27, 2012	626.00
16-Aug-2012	Catering for SBoE Mtg-Gillette Apr 2, 2012	215.00
28-Aug-2012	Deposit for SBoE Mtg-SnowKingResortInc-September 25-29, 2012	339.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	157.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	177.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 11 ProStart	122.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 12 ProStart	152.00
3-Jan-2013	Catering for SBoE Mtg Sep 25-27, SnowKingResortInc	2,945.00
3-Jan-2013	Lodging for SBoE Mtg Sep 25-27, SnowKingResortInc	2,991.13
<hr/> TOTAL		7,724.13

In previous meetings we have discussed the notion that the State Board should be leading an effort to gather information from our stakeholders – educators, parents, students, business folks, media, and legislators – on key education topics. The latest accountability legislation also suggests that we work with WDE to do that type of outreach.

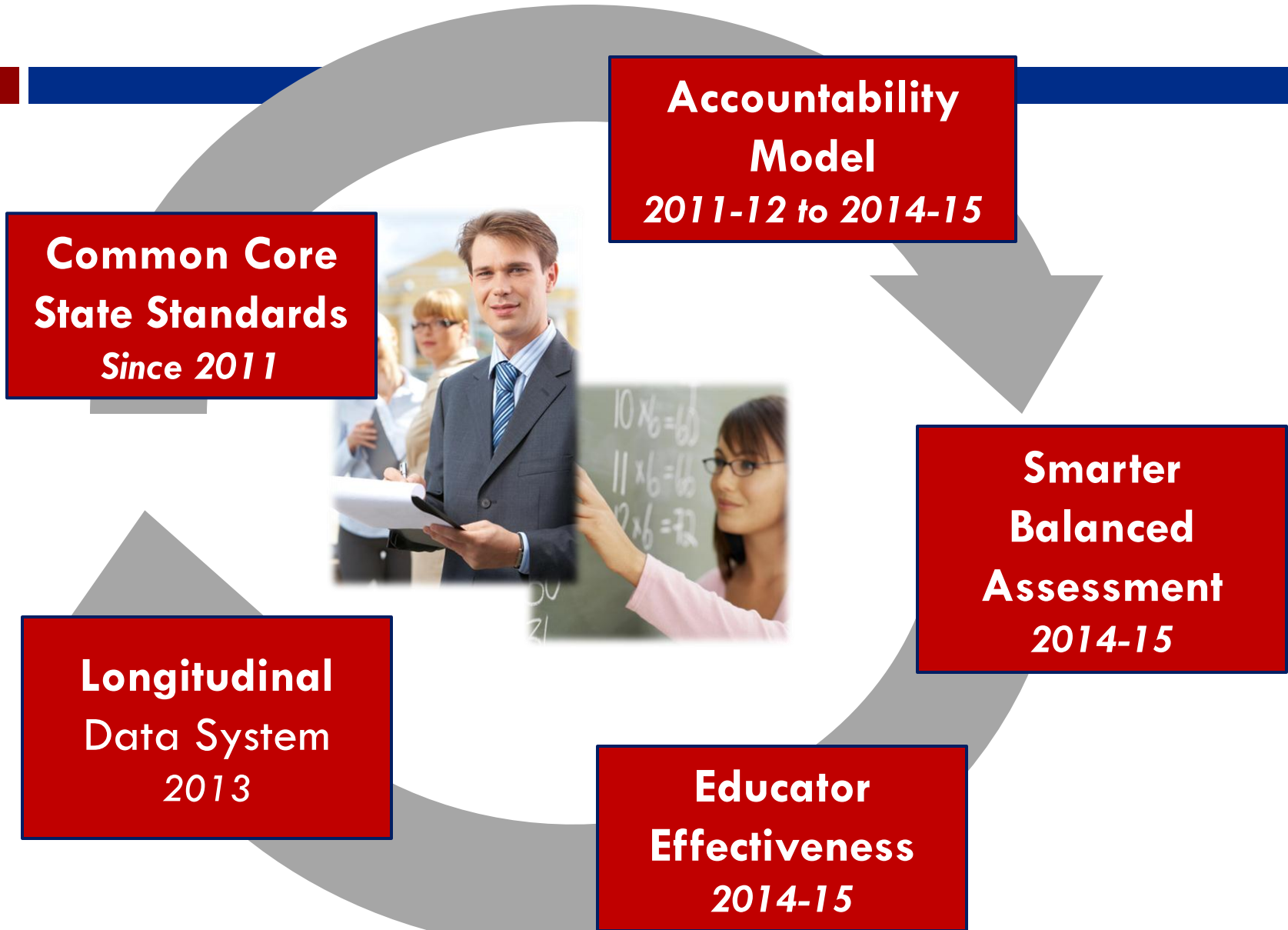
The TIE (Technology in Education) group from South Dakota is facilitating a similar effort for their state. With their permission I have included two documents that provide ideas for how we might structure a summit. The documents include the five South Dakota education initiatives (we would not be doing the same initiatives) as well as the draft agenda for their summits.

If the SBE wishes to pursue something similar to this, we would need to:

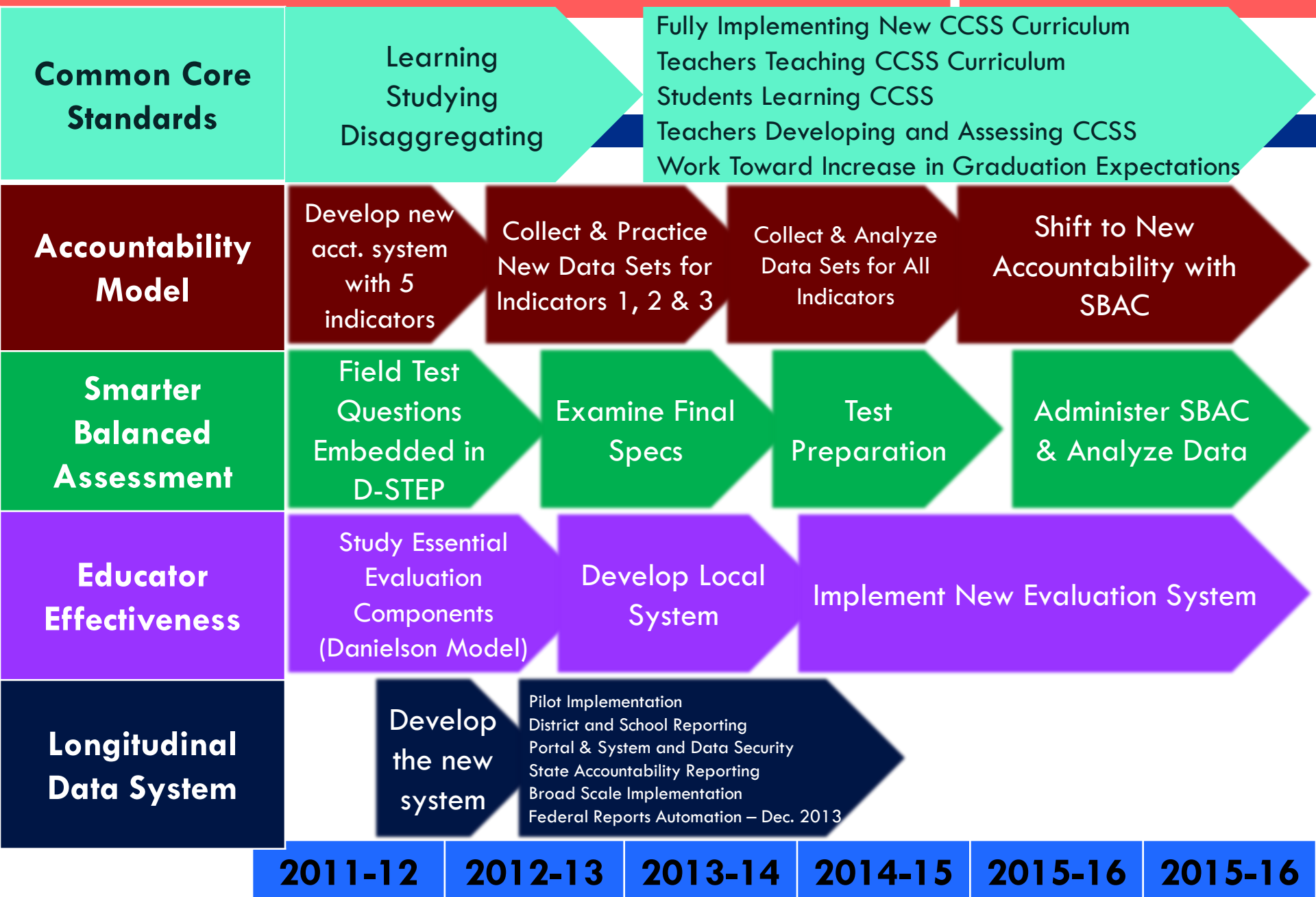
- Determine our purpose for the summits (are we listening, are we educating the public about issues, are we finding areas that might translate into policy issues, are we asking for feedback on topics, are we trying to reach consensus)
- Decide the key areas to focus on such as definition of a graduate; accountability; capacity building; student transitions into kindergarten, middle school, high school, college; impact of poverty; etc.
- Determine when and where to schedule the summits – April and May are busy months for educators, but may work better than the summer for business and parents. We might schedule some regional meetings and work hard to get folks from smaller communities to attend. While a face to face experience is ideal, we may want to consider other options. Day long sessions will allow sufficient time to discuss the major issues but may impact the number of participants who can attend due to the time commitment.
- Decide who will facilitate the work
- Determine how we will collect and analyze the information we receive
- Suggest methods for disseminating the final results so that participants and the public as a whole have a chance to review what we gathered.
- Consider follow-up methods for checking on the accuracy of conclusion and for translating conclusions into policy objectives

Our task as SBE members is to determine the purpose of the summits and the topics to be addressed. We could then ask Dr. Fenton Hughes and Dr. Rose to develop a proposal for us to consider at our April meeting.

Major Shifts in South Dakota



Timeline to Consider for Major Shifts





TIE Regional Summit DRAFT Agenda

Rapid City:
Chamberlain:
Sioux Falls:



Timeline	Content/Activities	Materials Needed
8:00 – 8:25	Welcome, Agenda, Outcomes, Norms, Workshop Expectations <ul style="list-style-type: none">Welcome, Agenda, OutcomesDevelop Norms – To be used for all five Regional SummitsExplain Regional Summit ExpectationsExplain how material/agendas for Regional Summits will be determinedShow Wikispace for Regional Summit materials – password protectedAssign roles for day	Handouts: Norms Wikispace Information Roles
8:25 – 8:45	Overview of Five Initiatives: <ul style="list-style-type: none">Five Initiatives: Common Core State Standards, Smarter Balanced Assessment, Waiver/Accountability System, Educator Effectiveness, Longitudinal Data SystemDevelop a common understanding of five initiativesGive introductory explanation of readiness tools, action planning guide, timeline guideDiscuss how five initiatives are not independent of each other and how this process will guide district planning to ensure alignment of all five initiatives	Handout: Five Initiatives
8:45 – 9:30	Complete Readiness Tool - Initiative 1 - SD-STARS (State Longitudinal Data System) <ul style="list-style-type: none">Complete the Readiness ToolPrioritize Needs based on Quarterly TimelineWill add actions/professional development requirements to action plan at end of the day	Handouts: Readiness Tool – SD-STARS Timeline Template
9:30-9:45	Break	
9:45 – 11:00	Complete Readiness Tool - Initiative 2 – Common Core State Standards <ul style="list-style-type: none">Complete the Readiness ToolPrioritize Needs based on Quarterly TimelineWill add actions/professional development requirements to action plan at end of the day	Handouts: Readiness Tool – CCSS Timeline Template
11:00 – 11:45	Complete Readiness Tool - Shift 3 – Smarter Balanced Assessment (SBA)/SD Assessment System <ul style="list-style-type: none">Complete the Readiness ToolPrioritize Needs based on Quarterly TimelineWill add actions/professional development requirements to action plan at end of the day	Handouts: Readiness Tool – SBA Timeline Template



TIE Regional Summit DRAFT Agenda

Rapid City:
Chamberlain:
Sioux Falls:



11:45 – 12:30	Lunch Provided	
12:30 – 1:30	Complete Readiness Tool - Initiative 4 – SD Accountability System <ul style="list-style-type: none">• Complete the Readiness Tool<ul style="list-style-type: none">▪ Focus and Priority Districts will need additional time for this section• Prioritize Needs based on Quarterly Timeline• Will add actions/professional development requirements to action plan at end of the day	Handouts: Readiness Tool – SD Accountability System Timeline Template
1:30 – 2:15	Complete Readiness Tool - Shift 5 – Educator Effectiveness <ul style="list-style-type: none">• Complete the Readiness Tool• Prioritize Needs based on Quarterly Timeline• Will add actions/professional development requirements to action plan at end of the day	Handouts: Readiness Tool – Educator Effectiveness Timeline Template
2:15 – 3:50	Self-Break Action Plan Development Timeline Plan Development <ul style="list-style-type: none">• Based on prioritized needs and developed quarterly timeline, teams will begin developing 3-year action plan• Teams will finalize 2013-14 action plan<ul style="list-style-type: none">▪ If teams do not finalize 2013-14 action plan, schedule additional day to work on plan• Determine how teams will communicate Readiness Tool results and Action Plan/Timeline Plan to all staff	Handouts: Timeline Template Action Plan Template Communication guide
3:50 – 4:00	Closure/Exit Card/Date for Fall 2013 Summit	Handout: Exit Card Activity

Contract Analysis

The Superintendent requested an opportunity to report to the State Board of Education concerning the contract process where the Wyoming Department of Education acted as fiscal agent for the Board.

DELIVERABLE CONCERNS:

As an example of the process for co-participation in contracts, we refer to the Michael Beck contract. Michael Beck contracted to work with the Professional Judgment Panel on behalf of the State. The deliverables were directed to be delivered to the SBE coordinator; therefore, WDE did not receive much information from the contractor. Consequently WDE was unable to confirm the timely delivery of measurable objectives. A brief summary follows:

2012

August 6 Contract approved
 Executed: 8-6-12 by Joe Reichardt, 7-31-12 by Mike Beck

August 10 Deliverable Item 1 due – provide feedback and make recommendations. WDE did not timely receive feedback and recommendations.

August 20 Deliverable Item 2 due – prepare a plan for presenting information PJP. WDE never advised of whether this plan was completed and delivered.

October 1 All remaining Deliverables due, including completion of PJP work, summarization of work of PJP to be contributed to final report to legislature, prepare and deliver final report, craft an appeals process, and inform and assist SBE in constructing business rules for pilot accountability system. WDE was never advised of whether these were completed but because the PJP had not yet met, it appears these items were not timely completed. Further a complete set of business rules needed for piloting the accountability model was not developed by Beck, PJP or SBE for use by WDE in piloting accountability model.

October 2-4 PJP meeting in Casper

October 9 Contractor delivered *Preliminary* report to SBE which was accepted by Board.
 “Scotty Ratliff moved to submit Dr. Beck's report on the implementation of the phase I Statewide Accountability System to the Legislative Service Office in fulfillment of the State Board's duties under WAEA, Section 5 (a) and (b), seconded by Sue Belish; the motion carried.”

October 15 Final report is due to legislature. Beck revises SBE-approved preliminary report and delivers a “final report” to Board Coordinator; this report was filed with legislature by Coordinator, and then a later “revised” final report is prepared and filed. Neither “final” version has been approved or accepted by SBE but it appears both have been submitted to legislature.

PAYMENT CONCERNS:

Because WDE had no confirmation that Dr. Beck’s work had been completed, it raised this issue at the time of invoice. WDE contacted SBE leadership and sought approval to pay the invoice.

December 20 Invoice received from Dr. Beck to Coordinator requesting full payment.

December 20 WDE suggests confirmation from SBE that Beck's contract is complete and that he should be fully paid.¹

December 21 SBE management group directs Beck be fully paid; payment voucher processed that same day by WDE. Payments remitted by next WOLFS run on December 27.

PROCESS CONCERNS:

Because it was suggested the payment process had not functioned well, WDE believed it necessary to set out the time frame and possible considerations for improvement.

2013

January 8 During its meeting, SBE calls into question why Beck contract had not been promptly paid. WDE explained that he was promptly paid and then committed to working with the SBE coordinator provide for prompt payments in the future.

February 4 Superintendent requests opportunity to report on review of contracts

REPORT TO SBE BY SUPERINTENDENT.

After reviewing the contract described above, the Superintendent suggests future work on contracts between SBE with third parties where WDE is fiscal agent and possible recipient of the work product of those contracts should include these procedural safeguards:

1. Establish expectations for greater supervision of timeliness of deliverables, especially for those requiring SBE action and for delivery of reports to other parties such as the legislature.
2. Create a better process for monitoring completion of contracts by person monitoring deliverables and share that information between the two agencies.
3. Create a process for confirming of work performed timely and completely performed and properly delivered to SBE with written confirmation of these facts to the fiscal agency (WDE) reducing the opportunity for improper payments, especially final payments where WDE is relying on the existence of a fact that the contractor's work is complete.
4. Establish better dialogue between SBE and WDE when either has concerns about the work performance of a contractor or either is depending upon a contractor's work in order to proceed. The process should also include a mechanism for resolving concerns.

¹ Paragraph 4 of Dr. Beck's contract provides for final payment "upon completion of all deliverables as outlined in Attachment A."



WYOMING

State Board of Education

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RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

LORI MILLIN
Cheyenne

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

JIM ROSE
Interim Director

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

March 5, 2013

TO: Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Legislative wrap-up

There were four bills that passed this legislative session that have the most impact on the work of the board. One bill, SF62, changes the makeup of the board by requiring that one member of the state board be a sitting school board member at the time of appointment.

Currently two members of the board represent business and industry, so in the future one member will represent business and industry and one will be a sitting school board member.

SF104, now EA1, which changed the overall education structure for the state of Wyoming, also changed the makeup of the state board. In the past the board had 12 voting members including the state superintendent. Currently, the board has 11 voting members, and the state superintendent and director of the department of education are ex officio members of the board. We summarized SF104 and discussed its implications at our February meeting. Therefore, I'm not going to recap it again here. We can visit about any questions you might have at the meeting.

The two accountability bills, HB72 and HB 91, refined the duties of the state board as we move forward with the accountability efforts in Wyoming. As you'll recall, part of our legislative agenda was a request for a revised implementation timeline for the Wyoming Accountability in Education Act (WAEA). A similar recommendation from the advisory committee resulted in a pushback of the timeline for implementation of the teacher/leader evaluation system. Here is the summary provided by the WEA of HB72, now EA60:

Delays the implementation of Phase II of education accountability for school and district leaders to 2015-16, and for teachers to 2016-17. Comprehensive district performance evaluation systems must be based in part on defined student academic performance measures, on longitudinal data systems, and on measures of professional practice; allows districts to refine the system (within limits) to meet the district's own needs. District must specify four levels of teacher

performance in its evaluation system (highly effective, effective, in need of improvement, and ineffective performance). Beginning in '16-'17, allows a district to suspend or dismiss any teacher, or terminate any continuing contract teacher, who shows inadequate performance on the evaluation for at least two consecutive years. By 2015-16, must link student performance to school and district leaders. Requires that assessments be valid for the purposes for which they are used, including year-to-year comparisons of students and school level results sufficient to produce data for accountability. Continues the Select Committee on Statewide Education Accountability and the Advisory Committee, which must develop recommendations for Phase II of Accountability and teacher/leader evaluations, based in relatively equal parts on five domains of professional practice, including student results: 1) learner development and learning differences and environments; 2) content knowledge and application of content; 3) instructional practice including assessment, planning for instruction and instructional strategies; 4) professional responsibility including professional learning and ethical practice and leadership and collaboration; and 5) evidence of student learning. Outlines the design framework for teacher and leader evaluation. Specifies the deadlines by which various components must be implemented or piloted. Effective immediately upon becoming law.

I am also attaching a matrix kindly provided to us by the WDE which shows a more detailed summary of the legislation along with a column that illustrates which entity is responsible for completing the work as outlined in the bill.

The phase I accountability work was refined and clarified in HB91, now EA116. As you'll recall, when this bill was first introduced, it called for the state board to become its own agency of state government, and it transferred a number of staff positions from WDE to the state board. When SF104 passed and was signed into law, a substitute bill was introduced that essentially reverts to former statutory language directing the state board and WDE to work together on a number of accountability tasks and to report to the select committee by October 15, 2013. We will have the opportunity to refine the accountability model and reconvene the PJP to consider a model with all the data components. We will also have the opportunity to work with the WDE to develop and recommend a statewide system of support as well as an assessment component at the high school level. Here is the final summary of the bill provided by WEA (with some notes added):

Specifies the duties of the SBE thru WDE; also returns some accountability work to the new director and WDE. Changes the definition of "readiness" in the accountability model by deleting references to COMPASS (which we supported in our legislative agenda) and instead using data from the Hathaway scholarship program. Adds "equity" (defined by student growth for non-proficient students in reading and math) as an additional indicator of school-level performance. Beginning in 2013-14, WDE will compute school

performance ratings. Starting in 2014-15, requires annual review of the statewide education accountability system; requires SBE to report to JEC on the review and on results of accountability for each school in the state. *Provides compensation, per diem, and mileage for SBE members for actual time spent performing their duties and traveling for and attending meetings in the same manner and amount as the legislature.* Effective 2013-14, specifies that MAP in grades 1-8 will include reading and math assessments. Requires districts to include, beginning in 2014-15, a measure or multiple measures to determine completion of high school graduation requirements, with guidelines from the SBE and support from WDE. SBE will annually review and approve districts' assessment systems. Specifies that the college entrance exam (e.g., ACT) in English, reading, writing, math, and science will be given to all 11th grade students; makes the jobs skills assessment optional for all 11th graders and specifies the minimum content areas it will test. COMPASS will be optional, but every 12th grader will be given at least one opportunity to take it at some point during the school year (no longer requires that it be in the spring). Requires that alternate assessments and accommodations be offered by WDE. Limits the state assessment to only multiple choice items, except in the writing and language assessment. Moves the effective date of supports, intervention, and consequences for school-level accountability to 2014-15. Continues the select and advisory committees on accountability. Also continues the PJP and permits its expansion as deemed necessary (which allows us to add a special education voice to our group). Specifies the expectations of WDE for phase I accountability development, including business rules for alternative schools. By October 15, 2013, the SBE, through WDE, must report to the select committee on the development of phase I. SBE and WDE must also investigate and report on available options for future assessment system development (this will be our exploration of consortia assessments or other options). WDE must continue to try to get a waiver from USDE to allow the use of ACT for AYP purposes. Requires the SBE through WDE to conduct outreach activities and communications to school districts and local communities regarding the development of recommendations around phase I of the accountability work. Comments received must be considered and must be reported to the select committee. Provides WDE an appropriation of \$250,000 for use by both WDE and SBE for the work required by this act. Directs LSO to provide support to SBE and WDE through contracted consultants. Effective immediately upon becoming law.

I am also including a draft overview of HB91 as provided to us by WDE. Again, it provides a bit more detail.

I have requested a meeting with the Mary Kay Hill, Dave Nelson, and Jim Rose to draft a work plan to address both phases of accountability. It's imperative that all of us develop a plan together to ensure we are not duplicating efforts, wasting resources, or not properly addressing any of the required tasks. I look forward to getting started on this critical work so we can ensure we present a

quality system to our select committee that ensures our districts' interests are well-served. I will keep you all updated as we develop the plan and move forward.

There are a number of interim education topics that will be studied by the legislative committees before the next legislative session. At our last meeting, we discussed a number of possible topics for interim studies and just continued discussion among our education partners in the state. We were graciously asked for our input by Chairman Coe, and I provided a memo to the co-chairs outlining our thoughts. We appreciate that the committee members thoughtfully considered our input, and many of our considerations are included in the following list of interim topics:

Priority #: 1 Monitoring of the education resource block grant model.

Wyoming Statute 21-13-309(u) requires components of the education resource block grant model be monitored between periods of model recalibration to make any necessary adjustment. The Committee will receive reports and information from the legislative service office in reference to this statutory mandate and report recommendations to the Joint Appropriations Committee by October 15, 2013.

Priority #: 2 Educational reporting.

The Committee will receive multiple reports from the Wyoming Department of Education required by statute and session law. In addition, the department will report recommendations for consolidation of educational reporting requirements imposed upon local school districts as required by 2013 Wyo. Sess. Laws, House Enrolled Act 0045, Section 338 by November 1, 2013.

Priority #: 3 Early childhood education.

The Committee will receive reports from appropriate state and district officials regarding early childhood education. Information will include current efforts in the area of early childhood education and possible mechanisms to streamline, consolidate and improve efforts in this area.

Priority #: 4 Alternative learning environments.

The Committee will receive reports and recommendations related to distance learning and the current operation of programs related to distance education and on-line learning in the state. In addition, the Committee will receive reports and recommendations related to charter and alternative schools in Wyoming and the possibility of expanding the opportunity for operation of such programs. Study will include facility related implications.

Priority #: 5 Hathaway scholarship program.

The Committee will receive reports and recommendations regarding the possibility of increasing scholarship awards, decreasing remediation rates, reviewing continued eligibility requirements, improving student accountability and modification of the success curriculum. Study shall include recommendations and fiscal analysis.

Priority #: 6 School resource officers and school safety implications.

The Committee will receive reports and recommendations from Governor Mead's Office and the task force established by the executive branch to study school resource officers and school safety.

Priority #: 7 Suicide prevention and the Jason Flatt Act.

The Committee will receive reports and recommendation related to suicide prevention. Specifically, the Committee will consider the "Jason Flatt Act" and the possibility of its adoption in Wyoming at no additional cost to the State. [Modified by Management Council]

Priority #: 8 School bus safety.

The Committee will receive reports and recommendations from state agencies related to school bus safety. Study will include exploration of mechanisms to minimize traffic violations that impact student and school bus safety.

Priority #: 9 Education Information Technology.

The Committee will receive reports and recommendations related to educational information technology and the efforts of the chief information officer and the department of enterprise technology services as established by 2012 Wyo. Sess. Laws, Chapter 30 and Chapter 26, Section 326. Specifically, the Committee will receive reports and recommendations from the chief information officer and the department of education on maintenance and collection of educational data.

Priority #: 10 State Board of Education.

The Committee will receive reports and recommendations from the state board of education on possible mechanisms to increase communication between the state board, the legislature and members of the public. Recommendation may include coordination of meeting schedules to ensure members can attend each other's meetings and variation of structure utilized for appointment of state board members.

Priority #: 11 Educational opportunities for Wyoming's Native American population.

The Committee will meet with jointly with the Select Committee on Tribal Relations to receive reports and recommendations related to

the education of the Native American population and mechanisms to increase the academic success of this population.

Priority #: 12 Coordination with Education Accountability.

2012 SF 002 Section 1, footnote 3, appropriated \$25,000 to allow members of the Education Committee to attend meetings of the Select Committee on Statewide Education Accountability during the 2012 interim. Council is asked to authorize the use of the remaining balance of that appropriation (\$13,962) to allow members of the Education Committee to attend meetings of the Select Committee during the 2013 interim. [Use of remaining funds approved by Management Council]

Priority # 13 Agency Budget Review

The Committee will review proposed 2%, 4% and 6% budget cuts as submitted by the supervised agencies designated for the Committee's review last interim. [Study added by Management Council]

As you can see, these are worthwhile topics for further exploration, and we look forward to working closely with LSO to help support these studies.

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

Page(s)	Responsible Party	Action	Date Due or School Year
1	SBE	(xv) Not later than July 1, 2016 , promulgate rules and regulations for the implementation and administration of a comprehensive school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, and upon longitudinal data systems, and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation. The evaluations system shall clearly prescribe standards for: highly effective performance, effective performance, performance in need of improvement, and ineffective performance.	7/1/2016
2	SBE	(xvi) Not later than July 1, 2015 , promulgate rules and regulations for implementation and administration of a performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity.	7/1/2015
3	SD	(xvii) Not later than school year 2016-2017 and each school year thereafter, require the performance of each initial contract teacher to be evaluated in writing at least twice annually summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv).	2016-2017
3	SD	(xviii) Not later than school year 2016-2017 and each school year thereafter, establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated in writing at least once each year summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv).	2016-2017
3	SD	(xix) Not later than school year 2016-2017 and each school year thereafter, based in part upon student achievement measures established by the state board of education under W.S. 21-2-304(b)(xv), performance evaluations shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance for that may lead to dismissal, suspension and termination proceedings under W.S. 21-7-110;	2016-2017
3&4	SD	(xxx) Not later than school year 2015-2016 and each school year thereafter, in addition to paragraphs (xvii), (xviii) and (xix), require the performance of each school district leader, including superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system established under W.S. 21-2-204.	2015-2016

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

4	SD	Not later than August 15, 2016 and August 15 of each school year thereafter, in accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying school district leader performance and providing performance scores necessary for continued employment;	8/15/2016
4	SD	(b) On or before June 1, 2017 and June 1 of each school year thereafter, each school district superintendent shall provide a report to the board of trustees identifying all teachers and on or before June 1, 2016, and June 1 of each school year thereafter, identifying all school and district leaders within the district whose performance, through evaluations conducted under paragraphs (a)(xvii) through (xix) and (xxx) of this section, has been determined in need of improvement or effective for that school year.	6/1/2017
4	SD	(b) On or before June 1, 2017 and June 1 of each school year thereafter, each school district superintendent shall file a report with the Department icertifying compliance with this subsectionidentifying all teachers and on or before June 1, 2016, and June 1 of each school year thereafter, identifying all school and district leaders within the district whose performance, through evaluations conducted under paragraphs (a)(xvii) through (xix) and (xxx) of this section, has been determined inadequate or unsatisfactory for that school year.	6/1/2016
4	SD	Not later than July 1, 2016 for school and district leaders, and July 1, 2017 for district teachers, and July 1 of each school year thereafter, the board shall file a report with the department of education certifying compliance with this subsection.	7/1/2017
5	SD	(A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, has had his contract renewed for a fourth consecutive school year and, beginning school year 2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time;	2016-2017
5	SD	(B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district, and, beginning school year 2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations conducted by both districts under W.S. 20 21-3-110(a)(xvii) during this period of time.	2016-2017
5	SDT	(vii) Beginning school year 2016-2017 and each school year thereafter, inadequate performance as determined through performance evaluation tied to student academic growth for at least two (2) consecutive years completed in accordance with W.S. 21-3-110(a)(xvii) through (xix);	2016-2017

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

6	WDE	The Department is to use existing data to establish longitudinal data systems linking student achievement with school principals and school district leaders (teachers of record no longer required).	
7	SBE & WDE	(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section, by school year 2015-2016 , link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity.	2015-2016
7-9	SC	Select Committee wil contineue a study of teacher and leader evaluation and accountability system.	
10	AC	(d) On or before October 15, 2013 , the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system.	10/15/2013
10	SBE	(i) During school year 2013-2014 , the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and evaluation system components based upon a sample of volunteer school districts;	2013-2014
11	SBE	(ii) During school year 2014-2015 , the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts during this school year;	2014-2015

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

11	SBE	(iii) During school year 2015-2016 , the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process as specified in the report required under subsection (e) of this section, disseminate to school districts best practices based upon peer review results and require all school districts to implement leader evaluation and accountability systems and to pilot all teacher system components;	2015-2016
11-12	SBE	(iv) During school year 2016-2017 , the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models as specified in the report required under subsection (e) of this section, disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial implementation year.	2016-2017
12	AC	(e) Based upon the report and recommendations submitted by the advisory committee, the select committee shall report its findings and recommendations, including necessary enabling legislation, to the legislature for consideration during the 2014 budget session .	2014 budget session

Key to "Responsible Party" Acronyms

1	SBE	State Board of Education
2	SD	School District
3	WDE	Wyoming Department of Education
4	SC	Select Committee on Statewide Education Accountability
5	AC	Advisory Committee to the Select Committee on Statewide Education Accountability

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

House Bill No. HB0072, Enrolled Act 60
Statewide education accountability-phase II.

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House Bill No. HB0091
Statewide education accountability-phase I.

Page(s)	Line(s) #	Responsible Party	Action	Affected Grade(s)	Date Due or School Year
2	8 & 9	WDE	statewide education accountability system shall be established by the state board <u>through the department of education</u>	all	effective immediately
2		WDE/SD	college entrance exam administered in grade 11 and a readiness indicator determined by a series of student eligibility data reports generated under the Hathaway scholarship program	11 and 12	
3	4-11	WDE	"equity" defined and added as a school level performance indicator under student academic achievement	all	2013-2014
3	13-17	WDE	(d) Beginning in school year <u>2013-2014</u> , and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by the student performance indicators.	N/A	2013-2014
4	9 & 10	WDE	Target levels for school performance on all performance indicators shall conform to the January 2012 report and shall be used by the state board <u>through the department.</u>	all	effective immediately
5	3	WDE	In establishing the reporting system on the progress of state public education achievement compared to the established targets, the <u>department</u> shall describe the performance of each public school in Wyoming.	all	effective immediately
5	11 to 20	DWDE	(j) Beginning school year <u>2014-2015</u> , the state board shall <u>through the director</u> , annually review the statewide education accountability system, including the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences.	N/A	2014-2015
5	20 to 24	SBE	Not later than <u>September 1, 2015</u> , and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.	All	9/1/2015
		SBE	State board members will receive compensation, per diem and travel expenses	N/A	
6	6 to 10	SD	(iv) Effective school year <u>2013-2014</u> , and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv).	1 to 8	2013-2014

House Bill No. HB0091

Statewide education accountability-phase I.

6	15 to 19	SD	Beginning school year 2014-2015 , and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements.	High School	2014-2015
8	3 to 8	SD	Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board.	N/A	2014-2015
		SBE	State board shall by rule and regulation establish guidelines for the district development of these measures, and provide support to districts		
8	8 to 12	SD	The district shall on or before August 1, 2015 , and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph.	N/A	8/1/2015
8	12 to 18	SD	Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1).	2 to 8	2013-2014
9	19 to 21	SBE	Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, (computer-adaptive college placement assessment deleted) and a job skills assessment test selected by the director to all students in the eleventh (and twelfth grades deleted) throughout the state in accordance with this paragraph.	All	2012-2013
10	3 to 4	SD	All 11th graders take English, reading, writing, mathematics and science ACT	11	
10	5	SD	Job skills test is optional for 11 graders	11	
11	15 to 19	DWDE	Multi-tiered system of support established by the director & conforms to Jan 2012 report		
12	1 to 23	SD	Beginning 2014-2015 , schools meeting expectations file a communication plan documenting effective practices	all	2014-2015
13	4 & 21		Improvement plans for schools partially meeting expectations and for schools not meeting expectations address all content and indicator areas where performance is below target levels.	all	2014-2015
14	4 to 5	SD	Improvement will be recommended by the school district superintendent and approved by the local board of trustees		
15	14 to 17		PAWS will use only multiple choice items		

House Bill No. HB0091
Statewide education accountability-phase I.

17	11 to 13	DWDE	Director appoints representative to advisory committee		
17	19-24	WDE	WDE develops phase I of the pilot statewide education accountability system subject to the advice and guidance of the state board		
18-20		WDE	Specifically, the phase I pilot accountability system development shall: 1. Refine and correct components of the pilot accountability system as developed by the SBE in their Nov. 2012 report in a manner in accordance with the Jan 2012 report. A. Technically defensible computations etc B. Data analyses (as per 2012 report) on the reliability and validity of each component 2. Include completion of business rules 3. Reconvene and expand the professional judgment panel to establish target performance levels 4. Use data from prior school years to demonstrate the operation of the pilot		
20	9 to 15	SBE & WDE	(b) Not later than October 15, 2013 , the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability	N/A	10/15/2013
20	16 to 20	SCSEA	Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session , including implementing legislation and a timeline for implementation when applicable.	N/A	"...prior to the 2014 budget session..."
20-21	22-		SBE & WDE shall investigate options available to the State for future assessment system development. SBE, through the WDE, shall periodically report to the select committee on the status of assessment development, investigations into options available, and the impact of existing law governing statewide assessments on future assessment development.		
21	7 to 9	SCSEA	The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.		"...2014 legislature..."
21	11 to 16	WDE	WDE shall continue work necessary to secure a waiver from the USDE allowing the use of ACT		
21	18-	SBE & WDE	SBE & WBE shall periodically report to the select committee on measures in determining high school completion		
22	1 to 3	SBE & WDE	A report with final recommendations on guidelines shall be included within the October 15, 2013 , report required under subsection (b) of this section.	N/A	10/15/2013

House Bill No. HB0091

Statewide education accountability-phase I.

22	5 to 20	SBE & WDE	State board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report		
23	1 to 6	SBE	(a) For the period commencing on the effective date of this section and ending June 30, 2014 , up to \$250,000 is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board.	N/A	6/30/2014
23	8 to 11	SBE & WDE	The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014 .	N/A	1/15/2014

Key to "Responsible Party" Acronyms

1	SBE	State Board of Education
2	SCSEA	Select Committee on Statewide Education Accountability
3	LSO	Legislative Service Office
4	ACSCSEA	Advisory Committee to the Select Committee on Statewide Education Accountability
5	PJP	Professional Judgment Panel
6	ETS	Enterprise Technology Services
7	SCIO	State Chief Information Officer
8	SD	School District
9	WDE	Wyoming Department of Education
10	DWDE	Director, Wyoming Department of Education

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 12, 2013

ISSUE: Chapter 31 Rules

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

Motion for Proposal A:

I move that the State Board of Education adopt the revised Chapter 31 Rules as proposed on November 2, 2012.

Motion for Proposal B:

I move that the State Board of Education promulgate the Chapter 31 rules as proposed on March 12, 2013.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Bailey*

Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

District Assessment System Update

Prepared by Julie Magee and Shelly Andrews

Purpose

- The purpose of the K-12 District Assessment System (DAS) is to assess progress toward proficiency (based on the standards) at each grade level
- For grades 9-12, determine “successful completion of high school graduation requirements” (EA 116, p. 15)
 - What defines a “successful” high school graduate? What does s/he know? What is s/he able to do?

Components

- MAP (beginning in 2013-2014)
 - Grade 1 = once per year (baseline data)
 - Grades 2-8 = twice per year
 - Summer School/Extended Day (21-13-334(h)(iv))
- Statewide Assessment
 - Grades 3-8 and 11
- Measure/Multiple Measures
 - Project-based
 - Portfolio-based
 - Paper/pencil tests
 - Etc.

Guidance

- SBE “establish[es] guidelines for district development of this measure or measures” (EA 116, p. 5)
 - Criteria outlined in Chapter 6 and Chapter 31 rules: alignment, consistency, fairness, standard-setting, comparability
- SBE “provide[s] support to districts in developing each district’s measure or measures” (EA 116, p.5)
 - Example: agreement with UW to work on development of common formative assessments

Review

- Summer 2013 (2012-13 school year): The current Chapter 31 Rules (as of July 11, 2012) state a committee of peers shall review yearly updates the DAS (Section 10 (d-e)). The last review was done in 2010 for one core and one non-core area (two content areas total). If a review is done in Summer 2013, we propose a review of progress toward alignment to new standards (Health, Language Arts, and Math) for high school only.
- Summer 2014 (2013-14 school year): Enrolled Act 116 (HB0091) states each district’s DAS shall include MAP in grades 1-8. If a review is done in Summer 2014, we propose a review of progress toward alignment to newly adopted standards (anticipated Foreign Language and Fine & Performing Arts), plus progress in Health, Language Arts, and Math for high school only. Additionally, districts will submit evidence of the required MAP administration.

(Review Continued)

- Summer 2015 (2014-15 school year): Enrolled Act 116 states each district's DAS shall include a measure or multiple measures toward successful completion of high school graduation requirements. A report of the system outlined in EA 116 shall be submitted to the Board by August 1, 2015 and every year thereafter. It is our understanding that this review will include all standards in grades K-12. Chapter 6, Section 8(f)(iii)(D) states, "In order to improve alignment, consistency, and fairness, multiple measures in each of the common core of knowledge and skill areas, but not necessarily every grade level, shall be employed in the system." Therefore, we propose the annual review evaluate the following:
 - Progress toward proficiency in the standards in the following grade bands: K-2, 3-5, 6-8, and 9-12
 - Process by which districts ensured the measure or multiple measures aligned with the five criteria (alignment, consistency, fairness, standard-setting, comparability)
 - Updates to previous years' documentation (after full phase-in of newly aligned DAS)
 - Statement of Assurance
 - In-depth review every five years

Action items for next month:

- Establishing review process
- Review and revision of DAS rubric

CHAPTER 31 GRADUATION REQUIREMENTS STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the Foreign Language Review Committee and the Fine and Performing Arts Review Committee, the Wyoming State Board of Education approved the adoption of the 2012 Revised Wyoming Content and Performance Standards for Foreign Language and Fine and Performing Arts.

The Board is promulgating revised rules for Foreign Language and Fine and Performing Arts. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

Additionally, it is proposed that the Wyoming Content and Performance Standards be removed from the Chapter 31 Rules and renamed in their own chapter: Chapter 10: *Wyoming Content and Performance Standards*. This will enable educators, students, parents, and the general public to locate the current standards more easily. As

a result of this change, Chapter 31 will be renamed *Wyoming Graduation Requirements*.

Finally, Section 10 of the Chapter 31 Rules is being renamed from “Evidence” to “District Assessment System” to reflect the governor’s line-item veto of the phrase “Body of Evidence” during the July 2012 promulgation of the Chapter 31 Rules. Also, Section 10 now specifies that the District Assessment System applies to grades nine (9) through twelve (12). The purpose of explicitly stating this is to restore the status quo: Chapter 31 addresses high school requirements while Chapter 6 addresses the requirements for the entire K-12 system. The Board understands that additional changes to the rules governing district assessment systems will be necessary as a result of the Wyoming Accountability Education Act.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department’s statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements ~~and Content and Performance Standards~~

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. **Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

~~(f) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]~~

(~~g~~f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(~~h~~g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(~~i~~h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

~~Section 8. Uniform Student Content and Performance Standards.~~

~~(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:~~

~~(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;~~

~~(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.~~

~~(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.~~

~~(c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.~~

~~(d) The above referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.~~

Section ~~9~~ **8. High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under ~~Section 8~~ **W.S. 21-9-101(a)**. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section ~~10 9~~. **Evidence District Assessment System.**

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in ~~Section 8 of this chapter~~ W.S. 21-9-101 (b). The assessment system shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(d) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in ~~Section 10(a)~~ Section 9(a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

(e) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in ~~Section 10(d)~~ Section 9(d) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies

for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section ~~11~~ 10. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in ~~Section 9(a)~~ Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in ~~Section 8~~ W.S. 21-9-101(a) of this chapter as set forth in ~~Section 10~~ Section 9 of this chapter and who also completes the requirements set forth in ~~Section 9~~ Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in ~~Section 9(e)~~ Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. Definitions.

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;
Science;
Fine Arts and Performing Arts;
Physical Education;
Health and safety;
Humanities;
Career/vocational education;
Foreign cultures and languages;
Applied technology;
Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:
Problem solving;
Interpersonal communications;
Keyboarding and computer applications;
Critical thinking;
Creativity;
Life skills, including personal financial management skills.

Section 8. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

- (i) Four (4) school years of English;
- (ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 9. District Assessment System.

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system shall be designed for grades nine (9)

through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(d) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 9(a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

(e) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in Section 9(d) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 10. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8

of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008, ~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2014-2015 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012;

(A) Wyoming Foreign Language Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, and amended on November 2, 2012.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on November 2, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008,~~and~~ September 23, 2011, and November 2, 2012 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

LAST	FIRST	CHAPTER 10 COMMENT	EMAIL	NOTES	PROPOSED RESPONSE
Brinkman	David	<p>The proposed standards for Fine and Performing Arts seem like an improvement from the previous version. I am commenting specifically about the Music Standards. The music-specific benchmarks enable teachers and students to have targeted content without having to translate them as happened in the past.</p> <p>I appreciate that the standards do not specifically tell how to teach. Wyoming teachers are terrific at teaching with various approaches that fit the students, classes and ensembles in each district.</p> <p>I teach Music Education at UW, and we have already started examining the draft standards. Pre-service teachers find them user friendly, and there is good alignment with the National Standards (important when teachers move in from out of state).</p> <p>Most of all, I think these standards will result in deeper learning for Wyoming students by focusing on the important concepts in the four standards: Performance/Creativity, Aesthetic Response, Music Theory/History, and Application to Life.</p>	brinkman@uwyo.edu	Positive, FPA	No change requested

Hartman-Hallam	Darlene	<p>I would like to see some consistency in how standards are represented/formatted. Section 4(c) identifies standards at 4, 8, 11, however some standards (FL) are represented by proficiency level (the last copy I have). Health and Fine Arts Standards were also divided into smaller grade level bands.</p> <p>New standards being developed (CTE, PE, SS, SC) are incorporating their own literacy standards, when CCS has literacy standards for other content areas. Are redundancies needed? Consistency in representation/format would also be helpful for teachers, parents, and students.</p>	dhallam@sub1.org	Neg re: format/layout of standards, Both	<p>The State Board of Education has chosed to adopt the standards as proposed.</p> <p>No change.</p>
Lazarus	Michele	<p>As a public school music teacher I find this revision of the Fine and Performing Arts Standards to be excellent. They will provide students with a thorough understanding of the Fine and Performing Arts.</p>	lazarusm@laramie1.org	Postive, FPA	No change requested
Hamilton	Eugene	<p>RE: Foreign Language Standards</p> <p>As a Latin teacher in Natrona County, I am very happy to see Wyoming join the rest of the country in a more complete adoption of the ACTFL standards for all languages including Latin. The ACTFL standards are also in line with the National Latin Standards:</p> <ul style="list-style-type: none"> • Students read, understand and interpret Latin or Greek • Students use orally, listen to, and write Latin or Greek as part of the language learning process. <p>Qualified Latin teachers are certainly able to meet the ACTFL standards which in no way conflict with current National Latin standards. The new standards are a big step forward for Latin teachers.</p>	eugeniushamilton@gmail.com	Positive, FL	No change requested

Chamberlain	Diane	<p>1) I believe the revised 2012 Foreign Language Standards to be a better reflection of best practice in the area of language acquisition and recommend their adoption. I base this opinion primarily on the increased focus on actual student performance in multiple areas of real-world communication.</p> <p>2) It should be noted that the minimum requirement of Intermediate Low to show proficiency in this content area, as recommended in this document, while marking a substantial increase in our state's official expectation of student performance in the area of second language proficiency, is still relatively low. It is now commonly accepted among both business leaders and language educators alike that a proficiency level of Advanced Low is actually the lowest proficiency level for adequate and appropriate use of a language in the work world. Therefore, the recommended level of Intermediate Low for Wyoming students represents a healthy step in the right direction, but may need to be upwardly revised in the future.</p> <p>Also, I do not accept as relevant the possible argument from some administrators that it is/will be impossible to bring students to the Intermediate Low level of proficiency in a two year sequence. First of all, the group's mission was to define appropriate levels of proficiency for Wyoming's students to be able to use the second or third language in post secondary situations, personal and work related. This has been done, in that via the new standards and student performance expectations, the group is moving the language expectations for Wyoming students in the direction of true communicative competence. (CONTINUED ON NEXT PAGE)</p>	dtraverschamberlain@gmail.com	Positive, FL	<p>The State Board of Education considered changing the title of the foreign language in line with this suggestion, but decided to keep the current title as it more closely matches Wyoming law setting forth the required content and performance standards.</p>
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		<p>Secondly, it is a given that each student will differ in the time needed to acquire these proficiency levels, just as it takes different students different time spans to master the skills taught in Algebra 1. We don't lower the math requirements as a result of this obvious given; we allow for multiple opportunities for the student to master the required skills.</p> <p>3) I recommend a change from the old and exclusive (vs. inclusive) terminology of "Foreign Language" to that of a term showing a more open and global perspective, "World Language", for these content standards.</p>			
Kalicki	Ron	<p>Fine & Performing Arts Standards Feedback January 3, 2013</p> <p>General Comments:</p> <ul style="list-style-type: none"> • Keep in mind that these standards are for ALL students and there is a crowded K-12 curriculum. Allotted time will not allow for these standards to be mastered. • The organization of the FPA standards is parallel. The standards for areas need to be connected to one another. Dance, Drama, Music and Visual Art should have a single set of standards with only distinction being for specialized content. • With the emphasis on the College and Career Readiness, these are unrealistic standards as currently written. The previous version of the FPA Standards were much more realistic and doable in the current educational setting. The proposed FPA standards will end up being a hollow document. • There is a lack of technology integrated into the FPA standards. <p>Specific Comments (CONTINUED ON NEXT PAGE)</p>	kalickir@sw1.k12.wy.us	<p>Negative, FPA; too much being expected in already crowded curriculum, not doable; lack of technology integration; suggested changes to language on page 4 of standards</p>	<p>The State Board of Education has chosen to adopt the standards as proposed.</p> <p>No change.</p>

		<p>Page 4</p> <p>Envision: Language is unclear and does not lend itself to assessment and the use of multiple verbs confuses the level of cognition (Change to: Demonstrate persistence and craftsmanship while applying skills and knowledge to create or perform work</p> <p>Reflect: Language is unclear and does not lend itself to assessment and the use of multiple verbs confuses the level of cognition (Change to: Communicate the meaning and purpose of artistic works) (Change to: Interpret and evaluate artistic works)</p> <p>Reflect: Language is unclear and does not lend itself to assessment and the use of multiple verbs confuses the level of cognition (Change to: Analyze the historical and cultural context of the arts and)</p> <p>Synthesize the arts, other disciplines and the communities in which they live (Change to: Integrate the arts into other disciplines) (Change to: Synthesize original projects based upon community influences)</p> <p>Page 6</p> <p>FPA 11.1.A.1:</p> <p>Students conceptualize, create and revise original art to express ideas, experiences and stories (Change: Add conceptualize to K-4, 5-8. The sophistication of the expectation for student performance will presumably increase by grade level.)</p> <p>FPA 11.1.A.2:</p> <p>Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes (Confusing-using too many multi-level verbs, the use of "and" too many times) (CONTINUED ON NEXT PAGE)</p>			
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		<p>Page 7 FPA 11.3.A.2: Students describe the function and explore explain the meaning</p> <p>Page 8 FPA 4.3.A.3: Students understand explain how history, environment, and culture can influence the visual arts.</p> <p>Page 9 FPA 11.4.A.1: Students synthesize integrate the creative and analytical processes and techniques of the visual arts and other disciplines</p> <p>Page 10 Missing header K-4 5-8 9-11</p> <p>Separate "Dance Standards" are unrealistic given the crowded K-12 curriculum and given the fact the movement standards are incorporated into the Physical Education curriculum.</p> <p>Page 14 We are concerned about the level of complexity required in FPA8.1.M.3 and FPA 8.1.M.4. These standards are for ALL students, not just music majors.</p>			
Kalicki	Ron	<p>Foreign Language Standards Feedback January 4, 2013</p> <p>Comments:</p> <ul style="list-style-type: none"> • How do these standards align with Wyoming College Foreign Language Standards? • The Foreign Language Standards are realistic and attainable. 	kalickir@sw1.k12.wy.us	Positive, FL; includes question about alignment to college FL standards	No change requested.

Johnson	Denise	<p>I am a Central Wyoming resident and an educator in public school sector. I've taught Latin and Greek for 17 years combined, yet in another state. I teach Latin here in Wyoming. It concerns me greatly that Wyoming has not yet adopted the American Classical League and American Philological Association Standards, published 15 years ago for Latin and Greek programs in America.</p> <p>Firstly, Classical languages, like Latin, are not taught the same way as Modern Foreign Languages. (I have also taught Spanish for ten years, and well I know the differences.) The major foci of learning Latin, as upheld by the American Classical League and American Philological Association Standards, are on reading, reading comprehension, history and cultural studies. The point is to read, and by reading, to hear the wisdom and history of the ages, written down for us in Latin.</p> <p>Next, Page 40 of the Standards specifically cites the use of "oral" Latin such as recitation and reading, and the ACL/APA specifically do not use the word "spoken" Latin. " The word 'speak', a more natural substitute for 'use orally,' has been avoided in order NOT to imply that 'conversation' is an important part of the standard." ACL/APA Standards. (p.40) Conversation is not the point!</p> <p>Thus, without adopting these standards for Classical Languages, the standards resemble the ACTFL Standards of Modern Languages, which focus on speaking. Of course it is necessary to focus on speaking MODERN languages in a modern world. I speak 3 modern languages, including English. However, since Latin does NOT exist in the market places, the spending of educational</p> <p>(CONTINUED ON NEXT PAGE)</p>	latinjohnson11@gmail.com	<p>Negative, FL; wants new FL standards to incorporate American Classical League and American Philological Association Standards</p>	<p>The State Board of Education has chosen to adopt the standards as proposed.</p> <p>No change.</p>
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		<p>money, manpower, and time is wasted, when students are taught with a focus on speaking. This is happening here in Wyoming. In other words, parroting a language does not bring about the same intellectual challenge as does learning the inner workings of the language and reading it at upper levels. (Charles Bennet, 1913)</p> <p>Teaching students to speak well cannot come without a full immersion in proper grammar, and even then, to what end will the speaking profit? The time instead needs to be greatly concentrated on the venues listed above, as they are upheld by the ACL/APA which has been in the business since 1919.</p> <p>Without clarifying the objectives for teaching Classics, as they are clarified in states which have long histories of teaching Latin, Wyoming will continue to fund wasted efforts. If I succeed in bringing these resources to your attention, (www.aclclassics.org and www.camws.org/cpl/educators/standards/pdf.) then Wyoming can choose to align the teaching of Latin to the higher standard. Wyoming can redirect the dollars so they will bring great academic profit to the students, and they will greatly benefit as do the other students in states teaching Latin for one hundred years or more.</p> <p>It is my request then, as a Classicist, that you bring your attention to the resources cited above, and then compare to what we have at this point. States like Virginia, Massachusetts, Tennessee, Oklahoma, Minnesota, Florida have very solid Classical standards based upon the ACL/APA Standards which have been published, and it would be very easy to make our adjustments.</p> <p>(CONTINUED ON NEXT PAGE)</p>			
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		<p>As a Classicist, the road map for teaching Latin needs to be clearer, so that we don't end up teaching our students to speak an unspoken language, when they could instead be fortifying their knowledge base by reading a language which is the basis of all our academic and technical texts.</p> <p>If students want to learn to speak Latin extensively, there are plenty of workshops around the country where, after they've earned their BA in Latin, they are prepared to learn to speak, and could actually learn to speak correctly. Then they could converse, at their own cost, with the other one hundred people in the US who are practicing to speak Latin for fun. Such activity is a novelty and a luxury. It is not upheld by the ACL/APA Standards. Without the roadmap we are giving students a novelty at the expense of denying them the essential knowledge, which opens up the world of understanding for them.</p> <p>Thank you giving the weight of consideration to a very important curricular matter.</p> <p>Very Sincerely,</p> <p>Denise C. Johnson M.Ed. B.A. Classics Latin Instructor, WY</p>			
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Wimmer	Rosaleen	<p>I am writing in regards to the foreign language standards. I agree with the aim and support the ideas. I do have some concerns.</p> <ul style="list-style-type: none"> * I do not think the standards are user friendly. Is there a more simplified way to word things so there is not so much to sift through. * I am confused on what cross-curriculum requirements are for foreign language, especially for the beginning levels. They have limited vocabulary. * Using culturally authentic materials will be too difficult for beginning levels because of the vocabulary sets that textbooks sequence, and the rate at which a student becomes proficient. I think that as long as a source is teaching beginning levels to learn the language interwoven with culture, it should suffice. I think this because of high frequency words. Materials that have been made for students to acquire language have been designed with the use of high frequency words. Using high frequency words are vital in making students proficient. High frequency word focus is based on current best practices. Current strategies use high frequency language use in class, ie. TPRS, TPR, etc. If there are too many unfamiliar words for beginning students it can actually hinder the learning process. <p>Those are my concerns for whatever they are worth.</p>	rosaleen_wimmer@natronaschools.org	Negative, FL; wishes for more simplified wording; too difficult	<p><i>While it does seem like there is more material to sift through compared to the previous foreign language standards, only pages 10 – 19 would be used by the classroom teacher for instructional purposes. For each standard this includes: One page defining the standard and the proficiency level and two or three pages following, one for each benchmark within that standard.</i></p> <p><i>The new foreign language standards are not limited to grammar and vocabulary. Connecting language acquisition to other disciplines provides meaningful context for language learning and can reinforce the learning of all</i></p>
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					<p><i>content areas at all levels. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills are used as technology is woven throughout world languages as a resource for materials and a means of expression and presentation.</i></p> <p><i>Only exposing students to textbook-created readings and images, we limit their opportunities to develop critical</i></p>
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					<p><i>reading and listening skills, while denying them the confidence won from a genuine communicative experience. By their very nature, authentic sources engage students where highly stilted sources fail. This does not mean we toss out textbooks, but we must carefully choose and implement a variety of authentic sources in our language classrooms. In light of recent research and the bar set by the CCSS, students need multiple chances to glean meaning from a source. One source can be used for all levels of proficiency, but the task must be tailored to students' ability. Authentic materials are widely available.</i></p>
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LAST	FIRST	CHAPTER 31 COMMENT	EMAIL	NOTES	PROPOSED RESPONSE
Wells	Kim	<p>All assessments right now are essay based, this should be balanced with hands on observation as well. Not everyone is a strong writer and those that are not get punished with the current system.</p> <p>Tech Ed should also be an option for the Hathaway with foreign language/fine arts.</p>	kwells31@juno.com	This issue is not addressed in the proposed rules	Suggestions are beyond the scope of these rules.
Hartman-Hallam	Darlene	<p>Regarding the District Assessment System, I am unclear as to whether the District System is a K-12 System or a 9-12 System. Designation above is identified for a 9-12 system. Does this mean that a system is not required for K-8?</p> <p>Thanks for taking time to clarify. Darlene</p>	dhallam@sub1.org	Question; emailed response on 12/26/12; Chapter 31 addresses 9-12; Chapter 6 addresses K-12	Correct. The district assessment system required by these rules applies to grades 9-12, and is not required for grades K-8.

Moore	Alan	<p>Thank you for your good work in the revision of Chapter 31 and for offering the public a chance to comment. On the whole, I think it is fine. However I do see a few problems in 9(d) and 9(e), explained below, and I offer some language that I believe would address these problems. Thanks for your consideration of these ideas. 9(d) does not specify when and how frequently peer review will be conducted. This language is a historical vestige from the first time that the Body of Evidence system was first implemented earlier the century. The most recent round of peer reviews was conducted 2008-2010. This section needs to be modified to reflect what the ongoing expectation for peer reviews will be – will they be done periodically (say, every 5 years), or as determined by the State Board of Education or WDE?</p> <p>9(e) says that assessment system documentation should be sent to WDE every year. The annual submission of documentation is an onerous burden for school districts, and should not be required, if there has been no change in the district assessment system. Also, the term 'passing rates' is (and has always been) ambiguous and problematic. Since Section 9 addresses mastery of standards, it should stay specifically focused on standards. In many districts, mastery of standards is not synonymous with 'passing.' (continued on next page)</p>	mooreal@laramie1.org	<p>Questions, Suggestions; re: 9(d) - this is yet to be determined; re: 9(e) - this is yet to be determined; review process will change come 2015 based on statute</p>	<p>If neither the standards nor the district assessment system has changed, peer review is unnecessary. Accordingly, no set schedule is appropriate; peer review should occur whenever it is required. Wyoming statute requires annual State Board review of district assessment systems beginning with the 2014-2015 school year.</p>
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		<p>I suggest that 9(c) be revised as follows: "A committee of peers shall review each district's assessment system according to a schedule determined by the Wyoming State Board of Education. The committee of peers shall recommend ..."</p> <p>I suggest that 9(e) be written as follows: 9(e) "For the 2004-2005 school year and following years, all Wyoming school districts with a high school shall submit yearly updates to their assessment system documentation, as described in Section 9(d) of this chapter, to the Wyoming Department of Education. This documentation shall include the student performance results relative to the district's assessment system including disaggregation of standards proficiency rates." [delete 9(e)(i)]</p>			
Kost	R. J.	<p>I do not support the idea of a peer review. I think the WDE should set the criteria and then a person or person in the department that reviews the documentation compared to the rubric. With the peer review process there were too many that could not separate their own views and philosophy from different views from other districts. That put many in a questionable situation and the reworking of the plan was really not necessary. I am not sure we need the old dates in this work because we have passed that part.</p> <p>In Section 9 A iv I am not sure if the (continued on next page)</p>	rjk@pcsd1.net	Negative re: peer review; suggests internal review; this is yet to be determined	The purpose of this rules revision is not to significantly alter the existing system, therefore peer review is preserved at this time.

		Averages within the e.g. parenthesis is listed as a positive or a negative. I think clarification might be necessary for that part.			
LaHiff	Marc	<p>I support the district assessment system and requirements for graduation. However, as a district we find the tiered endorsement creates problems for our district. If a student wants to focus on math and science they typically are not able to add a career vocation or possibly a fine and performing art. The reverse is also true. If a student wants to go to college and major in music or art they may or may not have time to take courses to earn proficiency in the complete basket of good.</p> <p>Higher education has told us they do not look at the transcript endorsement to make any decisions regarding college placement. The amount of technology and programming on the back end to be able to monitor the endorsement over time and then generate a final decision at graduation is very significant. Our district has spent a fair some of money to have the script to make the determination. Each year we find we have to work with outside programmers to go in and adjust and maintain the system.</p> <p>I understand the endorsement may have been based on the opportunity for students to now have to be provicient in all nine content areas however, I do not believe it carries the merit it was hoped.</p>	lahiffm@laramie1.org	Negative re: tiered diploma; this would require a statutory change; I do not believe this is even addressed in rules	High school diploma endorsements are required by Wyoming statutes, and are beyond the scope of these rules.

Radkey	Tom	<p>Just a question: Does English as a Second Language curriculum/coursework count as a credit requirement for graduation? If we have students from Mexico who are assigned ESL classes based on our testing results and the federal requirements around ELL instruction that never reach a level of an "English III" or "Senior English" can they still graduate within one of the graduation categories?</p>	tradkey@tcsd.org	<p>Question; emailed response on 1/28/13</p>	<p>Chapter 31 does not address credit requirements for graduation.</p>
LaHiff	Marc	<p>Strike all wording regarding a tiered endorsement system. However, additional text would need to be added to state a student must meet a minimum of five of the nine content areas to graduate.</p> <p>Section 9 states the assessment system shall be designed for grades 9 - 12. Some districts have students who take high school level courses for proficiency prior to grade 9.</p>	lahiffm@laramie1.org	<p>Negative re tiered diploma (like his previous comment); would require statutory change; high school courses taken prior to grade 9 are okay for h.s. proficiency</p>	<p>The diploma endorsement system is required by Wyoming statutes. District assessment systems may account for students taking high school courses before grade 9.</p>



Certification Page Regular and Emergency Rules

1. General Information

a. Agency/Board Name <i>See attached list for references</i>		
b. Agency/Board Address	c. Agency/Board City	d. Agency/Board Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address	h. Adoption Date:	
i. Program(s) <i>See attached list for references</i>		

2. Rule Type and Information

a. These rules are: <input type="checkbox"/> Emergency Rules <i>(After completing all of Section 2, proceed to Section 5 below)</i> <input type="checkbox"/> Regular Rules	
b. Choose all that apply: <input type="checkbox"/> New Rules* <input type="checkbox"/> Amended Rules <input type="checkbox"/> Repealed Rules	
<i>* "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.</i>	
If "New," provide the Enrolled Act number and year enacted:	
c. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed <i>(if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification)</i>	
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
d. <input type="checkbox"/> The Statement of Reasons is attached to this certification.	
e. If applicable, describe the emergency which requires promulgation of these rules without providing notice or an opportunity for a public hearing:	

3. State Government Notice of Intended Rulemaking

a. Date on which the Notice of Intent containing all of the information required by W.S. 16-3-103(a) was filed with the Secretary of State :
b. Date on which the Notice of Intent and proposed rules in strike and underscore format were provided to the Legislative Service Office :
c. Date on which the Notice of Intent and proposed rules in strike and underscore format were provided to the Attorney General :

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. ☐ Yes ☐ No ☐ N/A

b. A public hearing was held on the proposed rules. ☐ Yes ☐ No

If "Yes:"	Date:	Time:	City:	Location:

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office** for the Governor's signature:

b. Date on which final rules were sent to the **Legislative Service Office**:

c. Date on which a PDF of the final rules was electronically sent to the **Secretary of State**:

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

<i>Signature of Authorized Individual</i>	
<i>Printed Name of Signatory</i>	
<i>Signatory Title</i>	
<i>Date of Signature</i>	

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

<i>Governor's Signature</i>	
<i>Date of Signature</i>	

Distribution List:

Attorney General

1. Statement of Reasons;
2. Original Certification Page;
3. Summary of Comments (regular rules);
4. Hard copy of rules: clean and strike/underscore; and
5. Memo to Governor documenting emergency (emergency rules).

LSO

1. Statement of Reasons;
2. Copy of Certification Page;
3. Summary of Comments (regular rules);
4. Hard copy of rules: clean and strike/underscore;
5. Electronic copy of rules: clean and strike/underscore; and
6. Memo to Governor documenting emergency (emergency rules).

SOS

1. PDF of clean copy of rules; and
2. Hard copy of Certification Page as delivered by the AG.



WYOMING

State Board of Education

Hathaway Building, 2nd Floor

2300 Capitol Avenue

Cheyenne, Wyoming 82002-0050

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Interim Director

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Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

To: Honorable Matt Mead, Governor

From: Ron Micheli, Chair
Wyoming State Board of Education

Subject: Amended Rules for Chapter 31

Priority: HIGH – Deadline for response is **March 27, 2013**

Summary: The State Board of Education is proposing to amend rules for Chapter 31. The revised rules include the following changes:

- 2012 Wyoming Content and Performance Standards for Foreign Language;
- 2012 Wyoming Content and Standards for Fine and Performing Arts;
- Removal of Wyoming Performance Content and Performance Standards from the Chapter 31 Rules and renamed in their own chapter (Chapter 10);
- Including a date of full implementation for each newly adopted standard;
- Renaming Chapter 31 Rules to *Wyoming Graduation Requirements*;
- Renaming Section 10 of Chapter 31 Rules to "District Assessment System";
- Incorporating the requirements of Enrolled Act 116 (HB0091); and,
- Explicitly stating that the District Assessment System applies to grades nine (9) through twelve (12).

Specific information on the changes can be found in the Statement of Reasons.

Agency Contact Name: Julie Magee

Agency Contact Phone: 307-777-8740

Agency Contact Email: Julie.Magee@wyo.gov

Governor's Response Options (to be completed by Governor's Office):

_____ Agency may proceed.

_____ Delay Public Comment and Set Up Meeting with

Signature: Governor's Counsel

If no response has been received by the 10th working day, the Agency will proceed with these rules.



Notice of Intent to Adopt Rules

1. General Information

a. Agency/Board Name: <i>See attached list for references</i>		
b. Agency/Board Address	c. Agency/Board City	d. Agency/Board Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Date of Public Notice:	i. Comment Period Ends:	
j. Program(s) <i>See attached list for references</i>		

2. Rule Type and Information

a. Choose all that apply: <input type="checkbox"/> New Rules* <input type="checkbox"/> Amended Rules <input type="checkbox"/> Repealed Rules	
* "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.	
If "New," provide the Enrolled Act number and year enacted:	
b. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed (if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification)	
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
c. <input type="checkbox"/> The Statement of Reasons is attached to this certification.	
d. <input type="checkbox"/> N/A <input type="checkbox"/> In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Section 5 of the Rules on Rules).	
e. A copy of the proposed rules* may be obtained:	
<input type="checkbox"/> By contacting the Agency at the physical and/or email address listed in Section 1 above. <input type="checkbox"/> At the following URL: _____	

* If Item "d" above is not checked, the proposed rules shall be in strike and underscore format.

3. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. ☐ Yes ☐ No

If "Yes:"	Date:	Time:	City:	Location:

b. What is the manner in which interested person may present their views on the rulemaking action?

☐ By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members.

Requests for a public hearing may be submitted:

☐ To the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption.

Requests for an agency response must be made prior to, or within thirty (30) days, after adoption of the rule, addressed to the Agency and Contact Person listed in Section 1 above.

4. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. ☐ Yes ☐ No

If "Yes:"	Applicable Federal Law or Regulation Citation:
	Indicate one (1): <input type="checkbox"/> The proposed rules meet, but do not exceed, minimum federal requirements. <input type="checkbox"/> The proposed rules exceed minimum federal requirements.
	Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to: <input type="checkbox"/> To the Agency at the physical and/or email address listed in Section 1 above. <input type="checkbox"/> At the following URL: _____

5. State Statutory Requirements

a. Indicate one (1):

☐ The proposed rule change *MEETS* minimum substantive statutory requirements.

☐ The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please provide a statement explaining the reason the rules exceeds the requirements:

6. Authorization

a. I certify that the foregoing information is correct.

Printed Name of Authorized Individual	
Title of Authorized Individual	
Date of Authorization	

Distribution List:

- Attorney General and LSO: Hard copy of Notice of Intent; Statement of Reasons; Clean copy of the rules; and Strike-through and underline version of rules (if applicable).
- Secretary of State: Electronic version of Notice of Intent sent to rules@state.wy.us

CHAPTER 31 GRADUATION REQUIREMENTS STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the Foreign Language Review Committee and the Fine and Performing Arts Review Committee, the Wyoming State Board of Education approved the adoption of the 2012 Revised Wyoming Content and Performance Standards for Foreign Language and Fine and Performing Arts.

The Board is promulgating revised rules for Foreign Language and Fine and Performing Arts. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

Additionally, it is proposed that the Wyoming Content and Performance Standards be removed from the Chapter 31 Rules and renamed in their own chapter: Chapter 10: *Wyoming Content and Performance Standards*. This will enable educators, students, parents, and the general public to locate the current standards more easily. As

a result of this change, Chapter 31 will be renamed *Wyoming Graduation Requirements*.

Finally, Section 10 of the Chapter 31 Rules is being renamed from “Evidence” to “District Assessment System” to reflect the governor’s line-item veto of the phrase “Body of Evidence” during the July 2012 promulgation of the Chapter 31 Rules. Also, Section 10 now specifies that the District Assessment System applies to grades nine (9) through twelve (12). The purpose of explicitly stating this is to restore the status quo: Chapter 31 addresses high school requirements while Chapter 6 (*School Accreditation*) addresses the requirements for the entire K-12 system. Chapter 6 will be revised to address the new requirements of the District Assessment System now outlined in Enrolled Act 116 (HB0091). The proposed Chapter 31 revisions incorporate the EA 116 requirements for high school.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department’s statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements ~~and Content and Performance Standards~~

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. **Definitions.**

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

~~(f) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]~~

(~~g~~f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(~~h~~g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(~~i~~h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

~~Section 8. Uniform Student Content and Performance Standards.~~

~~(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:~~

~~(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 and amended on November 19, 2008;~~

~~(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;~~

~~(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;~~

~~(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.~~

~~(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.~~

~~(c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.~~

~~(d) The above referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.~~

Section ~~9~~ **8. High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under ~~Section 8~~ **W.S. 21-9-101(a)**. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section ~~10~~ **9. Evidence District Assessment System.**

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in ~~Section 8 of this chapter~~ W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.

~~(b)(c)~~ At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

~~(c)(d)~~ Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

~~(d)(c) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter based upon the evaluation criteria identified in Section 10(a).~~ This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

~~(e)(f)~~ All Wyoming school districts with a high school shall submit their assessment system documentation, as described in ~~Section 10(d)~~ Section 9(e) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including

disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section ~~11~~ **10. Effective Date for Graduation Requirements.**

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in ~~Section 9(a)~~ Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in ~~Section 8~~ W.S. 21-9-101(a) of this chapter as set forth in ~~Section 10~~ Section 9 of this chapter and who also completes the requirements set forth in ~~Section 9~~ Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in ~~Section 9(e)~~ Section 8(c) of this chapter.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. Definitions.

(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.

(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]

(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;
Science;
Fine Arts and Performing Arts;
Physical Education;
Health and safety;
Humanities;
Career/vocational education;
Foreign cultures and languages;
Applied technology;
Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.

Common core of skills:
Problem solving;
Interpersonal communications;
Keyboarding and computer applications;
Critical thinking;
Creativity;
Life skills, including personal financial management skills.

Section 8. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

- (i) Four (4) school years of English;
- (ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science;

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)

(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 9. District Assessment System.

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be

designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

(i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.

(ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.

(iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

(iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

(v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.

(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.

(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.

(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.

(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter. This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.

(f) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in Section 9(e) of this chapter to the Wyoming Department of Education according to the following schedule:

(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.

(f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 10. Effective Date for Graduation Requirements.

(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8

of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)

(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 12, 2013

ISSUE: Hiring Firm Decision

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move the State Board direct the coordinator, Paige Fenton Hughes, to offer and negotiate a contract with _____ for an amount not to exceed _____ to assist the state board in the search for a new director of the Wyoming Department of Education

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS: